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ABSTRACT

The Center/Satellite PPS program was designed to train new professionals and was one attempt to provide urban and minority populations with more effective educational services. An essential aspect of the program design is that it deals explicitly with cultural differences, partly by the emphasis on input from the many populations it is designed to serve. This dissemination package is composed of a discussion of issues related to the PPS Center/Satellite activities, and a section relating more generally to training issues. The first section of the report describes the programs related to counselor education at the University of Pittsburgh and its participating satellite institutions, as well as the context in which the programs developed. Outcomes, philosophical assumptions and an analysis and description of the program are also provided. The second section presents monographs concerned with specific issues in counselor education. (NG)

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REPORT OF

CENTER/SATELLITE ACTIVITIES

Section I of a Dissemination Package
prepared by:

Department of Counselor Education
University of Pittsburgh

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Continuation of Northeastern EPDA/PPS
Center/Satellite Project
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Productive educational ventures require the inclusion, cooperation and committed participation of a variety of persons and agencies. Perhaps these concepts are the most important aspects manifested in the Northeastern Pupil Personnel Services Program.

As I reflect upon the history of this project a variety of persons and institutions come to mind. This dissemination activity would not have been possible without the efforts of the project directors: Patrick B. Malley Thomas Meade, Charles Ruch and Joseph Werlinich. Their vision and accomplishments attest to the fact that educational environments, on all levels, can be responsive to contemporary societal needs and concerns.

I would also like to acknowledge the support and cooperation the project received from James Kelly, Dean of the School of Education, University of Pittsburgh. His steady support and many contributions made it possible for this project to impact a variety of educational partners.

The faculty of the Counselor Education Program has a rich tradition of creative, productive innovation in teaching. Their expertise and committed dedication enabled many to benefit from PPS.

Finally, I would like to extend my appreciation to Dr. Eileen Piepgrass who has been involved with PPS from its inception, and who assumed the awesome task of compiling and editing this dissemination package.

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INTRODUCTION

The PPS Program for the training of new professionals grew out of the ferment and activism of the sixties, and was one response to the demand made by urban and minority populations across the United States for more effective educational services. The program was originally funded for three years, with the time to be spent in training, staff development and educational experimentation. The ultimate goal of the program was to begin to initiate the change that was seen as necessary if special populations were to receive more effective educational and pupil personnel services.

In July, 1974, the University of Pittsburgh, Counselor Education Program, received a further grant from the United States Office of Education. The purpose of the grant was to disseminate the major structures and processes identified and developed during the previous three year PPS project. The issues that were finally identified and developed for dissemination through this final report are the following:

1. Program and Staff Development
   A. Philosophy
   B. Practical Application
2. University-Community Interaction
3. The Process of Counseling Supervision
4. The Process of Training Group Leaders
   A. Theory
   B. Practice
5. The Use of Expressive Media in the Training of Counselors
6. The Necessity for Training Counselors in Nonverbal Behavior
7. The Triadic Supervision Process
8. Clinical Staffing as an Evaluation Model

One issue that was identified and his present implicitly in all of the above, though not explicitly developed because of its ubiquious influence, is that of cultural differences. Dealing with cultural differences is an essential aspect of the PPS program design, and it represents perhaps the most significant philosophical distinction between the PPS program and its forerunners, the NDEA institutes. The PPS program was conceived and implemented in a multicultural context, with input from the many populations it was ultimately designed to serve; and this concern for multiculturalism is evident in all of the materials in this dissemination package.

The total Dissemination Package, then, is composed of two main parts: a discussion of issues explicitly related to Center-Satellite activities, and a series of monographs and manuals related to more general training issues. The Report section, and each monograph and manual have been printed separately in order that interested persons may obtain those parts of the package which are of immediate interest to them, without having to be concerned with extraneous material.

The first part of this package, the Report of activities at the Center and Satellites, is concerned with programs and program designs immediately related to the Counselor Education program at the University of Pittsburgh, and its participating Satellite institutions. In addition to presenting material explicitly related to the identified issues, it also provides background material and a brief overview of the PPS Program from its inception. The intent behind providing this additional information is to supply a context within which the training materials may appear more clearly. This background material includes a brief discussion of the NDEA Institutes of the late 1960's, which were the proving ground for many of the values and practices that were later incorporated into the PPS model.

The Report section also includes a description of some outcomes of Center-Satellite interaction, as described in a dissemination colloquium held in May of 1975; a brief outline of the philosophical assumptions underlying program and staff development at the University of Pittsburgh; and an in-depth description and analysis of the Doctoral Program in Counselor Education.

With the PPS Project's repeated emphasis on the necessity for training a new kind of professional who will be capable of improved service to special populations, this sequential presentation of philosophy, program, and concrete outcomes seems potentially useful in terms of providing a real-life referrent to the ideas presented. It is hoped that educators concerned with the training of Pupil Personnel Service workers will find this material helpful for future program design activities.

Further, a reading of the outcomes presented at the dissemination colloquium points up the fact that the impact of the PPS program was different in different educational and geographic contexts. This fact, while partly related to differing opportunities for cooperative interaction, must also be seen as a manifestation of the flexibility stressed by the PPS Program design and philosophy.

The next section of the Report presents two examples of university-community cooperation: one between the University of Pittsburgh and the Home for Crippled Children; the other between the University of Pittsburgh, Howard University, and Garnet Patterson Junior High School in Washington, D. C. The inclusion of this material, again, is an attempt to provide concrete interaction models that might be utilized for program development in

other contexts.

The report section concludes with a listing of materials developed under the supervision of Center faculty participants for dissemination. Also included is information regarding how they may be obtained.

The second part of this Dissemination package is a series of monographs developed around specific issues in Counselor Education. They provide insights and practical suggestions on a variety of topics, and a great deal of effort, in terms of research, reflection, and practical class and workshop presentations, was expended on their preparation. Monographs treat the issued of Supervision, Training of Group Leaders, Creative Media, and Nonverbal Behavior.

The PPS Program provided ample opportunity for experimentation leading to more effective approaches to counselor training. It is hoped that others in the field will find these materials, which are the fruit of that experimentation useful tools for the training of tomorrow's new Pupil Personnel professional.

CHAPTER I

PPS: BACKGROUND AND HISTORY

Contributors

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James F. Curl, Ph.D.
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THE MASTERS PROGRAM AS A COUNSELOR TRAINING MODEL:

SOME VALUE CONSIDERATIONS

Evan Coppersmith
James F. Cu[illegible]l, Ph.D.

Introduction

In the Counselor Education Department at the University of Pittsburgh three (3) full Year NDEA Counseling and Guidance Institutes were held from 1965 to 1968.

Due to the existence of a three year contract, enabling advance planning and commitment on the part of the faculty and students involved, an innovative approach to traing new professionals was developed.

The Training Design

Five major characteristics laid the foundation of the training design of the institutes. These were: 1) "The person as learner the learner as a person" or the concept that personal development is an integral part of professional development in counseling; 2) "Group process as vehicle for development," which involved the intense use of group learning both personally and professionally; 3) "Supervision as enabling students to move towards counseling competency," 4) "The contribution of behavioral and social sciences to training," or the view that counselor training is interdisciplimary: 5) "Program planning and organization as a developmental milieu," or the allowing of or the enhancement of learning by the learner, assuming responsibility for his own development.

The training design incorporated the above five characteristics in terms of assumptions about the person, the social system, and the interaction between the person and the social system.

The Institute involved training an intact group for a fixed time, in order to control time, space and size. The program was full-time and block scheduled. Students registered for full-time residence, involving five days a week from 9:00 to 5:00, rather than registering for courses. Such scheduling allowed for flexibility related to indivdual students' development. Most faculty was committed full-time to the Institute. Almost all on-campus activitites were held in one location, facilitating informal contacts between students and faculty.

Several innovative processes were developed to move students through the program. These processes were designed to be interdependent and holistic.

The admissions process was designed to reflect the nature of the program itself, and this was accomplished primarily by means of using a group interview involving 8 to 10 applicants as part of that process. Lasting for about 2 hours, such a process enabled some faculty to see prospective students interacting in an environment similar to the training and allowed applicants to experience what this aspect of the training might be like. Applicants were asked to make a 2 year commitment, including a year of supervised, paid internship, leading to the Specialists Deploma. Recruitment was nationwide, in order to gain heterogenerty.

The instructional process emphasized learning about self in relation to others both affectively and cognitively, with resulting behavior change. The instructional process was guided by certain values with the intent that students later incorporate these values in their work with clients. For example, the Institute valued counselors' facilitating clients' self-direction and so structured the experience of self-direction in students into the training model. The advisement process involved one hour weekly between the student and his advisor, whom the student selected, in order to individualize the student's training experience. This process led to the tutorial in which the student integrated his experiences in the institute, demonstrating his ability to theorize and conceptualize his learning.

The evaluation process was accomplished by clinical staffings, which were an exchange over time between students and faculty. Such staffings were descriptive and constructive in nature, enabling the student to develop his weaker areas. (For further information on staffings see the description of the Doctoral Program by Donald McMurray in a later section of this report).

The competency process allowed for individual rates of learning. Students received variable credits in core areas, reflecting their own movement towards competency in these areas. (See McMurray's article for further explanation of the competency concept.)

The termination process involved decisions regarding a student's competency. Students were granted the Master's degree for academic achievement, and state certification for practical, professional competency as a counselor.

The processes discussed above represented the planned interaction of the elements of subject matter and people. The people were combined to make larger groupings as needed.

The subject matter was organized developmentally through the year, and included foundation areas and counselor education areas. The foundation areas, in which students spent 3 hours a week were psychological statistical research and measurement; and philosophical, social and organizational. The counselor education areas included the instructional dimensions of foundations of counseling; study of the individual; vocational development and counseling; counseling theory and practice; group procedures in guidance and counseling; and consulting theory and practice.

In 1974, a student evaluation was made of the training model described above In his doctoral dissertation, An Analysis Of a Counselor Training Design and Graduates Perceptions of that Design, James F. Curl, Ph. D., Counselor Education, University of Pittsburgh, determined through a follow up study of graduates whether their perceptions of the training accurately reflected the training design.

Derivation of Curl's Questionnaire

In order to develop a questionnaire for use in the study, the training design discussed above was examined to identify values associated with each aspect. The following 14 significant program values were identified:

1) intensification of interaction and involvement, among staff and students.

2) emphasis on interpersonal and group process.

3) assessment of students on the basis of interpersonal skills and performance rather than solely on academic achievement.

4) heterogenity of staff and students.

5) a unified learning environment in which processes are interrelated and interdependent.

6) a learning environment which is congruent with, and reinforces content goals.

7) a program responsive to individual student needs and interests.

8) students learning to integrate experiences and relate them to behavior as exhibited in counseling practice.

9) allowing for individual learning rate and styles in the program.

10) emphasis on actual counseling practice and extensive supervision.

11) content that is practical and related to counseling performance rather than being abstract and unrelated.

12) helping the student know and understand himself better.

13) an interest in student not just as a learner, but also as a person.

14) emphasis on contributions from other disciplines.

Five to seven years after completion of the institute. The above values placed in statement form, were sent as a questionnaire to 137 out of 152 graduates. 109 or 80% returned the questionnaire. In addition to graduates perceptins of the training program the questionnaire was designed to determine academic and work experience since the institute. In the academic area, 83% had continued their graduate education; 28% had attained an advanced degree; and 22% had attained a Ph. D. In the work area 93% were employed in counseling or education-related positions; 49% were in public schools; 32% were in higher education; 12% were in agencies or institutions.

The vast majority of those responding believed the values stated in the questionnaire were significant training values and that these values had a possible effect on training. Percentages agreeing that the values stated were significant training values ranged from 99% to 74%; percentages agreeing that the values had a positive effect on training ranged from 99% to 83%. Additionally, 70% of those responding filled in a free response item, the themes of which focused on the relationship between content and process in the training, the emphasis on personal development as related to professional development, and the value of this training designed in contrast to traditional training.

SUMMARY OF CURL'S WORK

Graduates perceptions of the training design approximated the eariler description of the design. Values in the questionnaire were seen as significant values in the Institute, and positive in their training effect.

Conclusion

The design discussed in this article continues to contribute to the basis for training in Counselor Education at the University of Pittsburgh. As indicated by Curl's study, the design involves training values which are congruent with praticipants needs. New counseling professionals continue to benefit from aspects of this creative approach to training.

THE NORTHEASTERN PPS CENTER-SATELLITE PROGRAM: HISTORY, PROGRAM DESIGN, CENTER ACTIVITIES AND DISSEMINATION OF TRAINING MATERIALS

BY

CATHERINE A. ROBINSON, PH.D.

THE NORTHEASTERN PPS CENTER-SATELLITE PROGRAM:

By: Catherine A. Robinson, Ph.D.

In this section the writer describes the Pupil Personnel Services (PPS) Program in the following sections:

(a) the historical development of PPS, (b) a description of the PPS Program design, (c) a description of the Center-Satellite Program design, and (d) a description of the University of Pittsburgh Center Activities and the Demonstration Component.

A. Historical Development and Rationale for Federally Funded Approaches to Improving Local Schools

NDEA

For more than a decade the U. S. Office of Education has experienced attempts to be responsive to the constant demands for quality counseling and guidance services in education systems. From 1959 to 1969, Title V-B of the National Defense Education Act (NDEA) of 1958 provided funds to counseling and guidance Institutes. The Institute Program design was a major training effort providing financial support for thousands of counselor trainees. One major stipulation was that trainees assume full-time student status. Institutes supplied funds for experimentation with new counselor education program models aimed at improving the quality and substance of these programs. They also provided for experimentation with new technology, such as video tape recording, and for the improvement of the qualifications of university faculties.

> The competitive nature of the funding procedures produced little inter-institutional cooperation, dissemination of new techniques or mutural support. Multi-year funding, deemed necessary for institutional change, was not possible. The universities nominated the Institute Program with little involvement for (sic) local schools, state agencies or community groups (Ruch, 1974, p. 2).

Much of the Institute program emphasized a counselor role which stressed one-to-one group counseling as primary intervention strategy for schools. Finally, institutes seldom provided opportunity for trainers (university faculty) to further their professional development.

EPDA

In 1969 the Support Personnel Program conducted under the Education Professions Development Act (EPDA) replaced NDEA and helped to eliminate or correct several of these limitations as further attempts were made to improve the effectiveness and quality of training programs for conseiing and guidance personnel. In many ways the EPDA Program design allowed for greater flexibility and change in training. Funding was no longer limited to training school counselors, but was extended to a wider array of personnel services in a variety of institutions. Psychological, social and health services were now included in the design. The name of the program was changed from "counseling and guidance" to "pupil personnel services" (PPS); school social workers, school psychologists, school administrators and others became eligile both as trainees and as trainers.

Many groups have become involved as trainers of pupil personnel workers: counselor educators, school psychologist educators, social work educators, staff members from established institutions and developing ones, personnel from local schools and state departments and consultants from the communities being served. A significant aspect of EPDA funding was that,

> for the first time grants for training programs were made directly to school districts and to state departments of education as well as to universities. Planning and developmental grants were awarded to help strengthen institutions hitherto considered too weak to conduct quality programs (Malcolm, 1973, p.4).

In spite of all these changes, however, there was still a minimum of institutional change. Trained PPS workers were continuing to enter the school system perpetuating the one-to-one professional-client approach, indicating a lack of understanding and/or integration of the new role and function of the PPS worker. Little was accomplished toward improving learning conditions for students, and even less for redefining and retraining the PPS trainer as opposed to the PPS worker. These outcomes suggested a need for updating many existing training programs and the trainers that staffed them.

B. PPS Program Design

In view of the fact that only limited Federal resources were available to update training programs and staffs effectively, clear priorities had to be established. The overriding emphasis of the EPDA/PPS program thus became the preparation of the trainers of Pupil Personnel Service workers in both preservice and inservice categories.

A look at school systems throughout the nation indicates that the traditional counseling and guidance role had been to place emphasis upon adjusting the student to his educational environment. Adaptation of the school system on management, policy and operational levels had not been equally stressed. To correct this imbalance, the EPDA Pupil Personnel Service Program encouraged the creation of a new, not merely an additional, professional, whose role would be more versatile than that of his colleagues and predecessors in that he would be able to relate effectively to the school system-as-client, while still being concerned with the growth and welfare of the individual student-as-client. The goal of the program became that of training professionals who could train others to conceptualize the educational system as an entity of interdependent components, and who could work effectively with the groups as well as the individuals within that system. PPS gave priority to projects which prepared trainers who could develop and train this new kind of professional; and individuals of advanced leadership and training capability who could serve the student, the system and the general learning environment equally as clients. The "multiplier" effect was then expected to result; that is, trainers would be trained who would in turn teach others in the new learning and systems consultant model. As trainers increased their knowledge and skills, trainees would become more adept at communicating with teachers and students, administrators and parents concerning the psychological and sociological conditions which make school and schooling effective (EPDA/PPS, 1970).

It was assumed that since the trainers of pupil personnel workers would themselves have to possess the above mentioned competencies, they would need to receive the necessary training, theory and practice to transmit their skills effectively to students. This need has not always been recognized, particularly in respect to their knowledge of school organization and change.

Further, it is becoming more accepted that effective changes in pupil personnel services training programs depend more upon the kinds of experiences the trainer and supervisors of training programs have had than on the specific information possessed. Therefore, programs for training trainers of pupil personnel workers have been designed to provide "experiential" as well as "informational" learning.

Role of the PPS Worker

In accordance with the new pupil personnel professional design the PPS worker is to be a "multi-function" specialist, or in more familiar terms, an organizational consultant; and as such is expected to possess several professional competencies which had in the past been distributed among a number of "single-function" specialists. The role includes being able to assess and recommend means by which the educational system and

the individual can become more responsive to each other. It means being able to help all members of the learning community define their goals and choose and evaluate means of reaching them. Perhaps most important, it means being able to help other members of the school staff to master the role and accompanying skills of a pupil personnel consultant.

There are four general areas of competence in which the new PPS professionals are to function: assessing, prescribing, planning and training. Each pupil personnel services worker, sometimes called "learning consultant" or "child development coordinator," should posses the ability to:

1. Assess the ability of an individual to cope effectively with his learning goals and to maintain satisfactory social relationships. Similarly, he should be able to make assessments of the school system itself and offer alternative courses of action by which the system can best meet the individual student's needs.

2. Prescribe or indicate the way in which the learning potential of individuals, or of groups of individuals, can be developed and achieved, whether in or out of formal school setting.

3. Assist other members of the learning community (e.g., teachers, administrators, students and parents) in more adequate definition and achievement of their personal and professional or occupational goals.

4. Encourage and help other members of the school staff to incorporate the pupil personnel competencies as a preventive approach to their work (EPDA/PPS, 1970).

PPS Program Objectives

Basically, the EPDA/PPS Program affords the training institutions an effective opportunity to develop alternatives for:

1. expanding the emphasis of pupil personnel skills toward systems management and change by planned objectives,

2. significant inclusion of people of color to the exclusive pupil personnel cadre, and

3. increasing overall cultural awareness and appre-

> ciation for the contributions and needs of people of color who reflect the major proportion of pupil personnel clients (West, 1972, p. 25).

The underlying objective, as with all programs in the Bureau of Educational Personnel Development, is to help improve the quality of education of low-income, low achieving students and contribute to the support of training institutions at all levels. The preparation and training of teachers who in turn teach others in the new interdisciplinary counselor/consultant model is the major means by which this is to be accomplished.

The more specific objectives as explicated in the 1970 EPDA/PPS Program Design are therefore:

1. To improve the qualifications of the trainers and supervisors of pupil personnel services workers.

2. To develop programs which

   a. Contain cooperative planning and evaluative arrangements among the university, the school, and related community agencies;

   b. Train pupil personnel specialist and other members of the school staff to function together as a team;

   c. Design, implement and evaluate PPS training programs of an experimental nature that are appropriate for low income area schools (e.g., store front, use of paraprofessionals, etc.).

3. To recruit and train members of minority groups as pupil personnel specialist.

4. To bring about, both in the institutions which prepare pupil personnel specialist and in the schools where they function, organizational change which will facilitate achieving the goals stated above.

Objectives 3 and 4 have primary emphasis throughout all of the EPDA/PPS Programs.

Components Related to Specific Objectives

The first two of the above four specific program objectives are to contain the following general components:

Objective I

(a) On-going teaching experiences wherein the students of the trainers are inservice or pre-service pupil personnel workers.

(b) First-hand experience as a pupil personnel worker in the school, preferably on a paid basis.

(c) Experiences in designing pupil personnel services training components, and appropriate methodology.

Objective II

(a) Experience with real and/or simulated situations where planning, implementation and evaluation activities are carried out jointly by consortium members.

(b) Experience with real situations where planning, implementation and evaluation activities are carried out jointly by members of the pupil personnel service team.

Program Outcomes

Each of the program objectives is expected to produce specific outcomes. These outcomes, or result, are expected of any PPS project, but they do not represent an exhaustive list. They can be regarded as minimal expectations for each objective. Other expected outcomes should be related directly to a specific project's objectives and should be stated in precise and, to the extent this is possible, in measurable terms.

Components Related to the PPS Program

The following general components are basic to the PPS Program Design:

1. A supervised practicum and intern experience.

2. Training in the skills and understandings necessary to function as leader or facilitator of group activities to pupil personnel service work.

3. Experiences that will increase the trainee's self understanding.

4. Experiences leading to an understanding of the major principles of human development and learning.

5. Experiences that will develop an understanding of the sequencing and rationale of all learning experiences in schools, particularly in the field of reading.

6. Experiences that will develop an understanding of the school as a social organization.

7. Experiences whereby the trainees will frequently encounter people of economically, culturally and racially different backgrounds.

8. A process whereby the participation of the larger school community is insured in the operation and evaluation of the project, and where possible in the actual planning.

9. A process whereby faculty from other departments are involved in the planning, operation and evaluation of the program.

The Supervised Practicum and Internship

A practicum is differentiated from an internship in terms of intensity of supervision and control of clients. The practicum would typically have nearly constant supervision with provision of supervisor's feedback and related activities, such as video taping of sessions, typescript analysis, etc. Further, the practicum, to some extent, allows the supervisor to "place" a particular client with the trainee. The internship typically extends for a longer period (month vs. hours) and requires less intense supervision.

Both the practicum and internship should closely simulate, if not actually duplicate, the professional work situation which the trainee will encounter following the training program.

The following aspects are significant in practicum and internship experiences:

a. Type and range of clients, i.e., age, racial, economic and educational backgrounds, etc.

b. Duration of each experience. How many clients and how many hours or days are spent in training in schools.

c. Supervision facilities; i.e., one-way glass, audio and video tape, etc.

d. Types of schools for intern work.

e. Major influencing social issues.

Leadership Training Institutes

Approximately five years ago the Bueau of Educational Personnel Development (BEPD), now called the National Center for Improvement of Educational Systems (NCIES) established Leadership Training Institues (LTI) to help improve the effectiveness of the training programs it supports and to help in the development of other quality programs. Thus, the overall design of the PPS/LTI is to help develop and train, on a long range basis, a cadre of program directors who will, in turn, design and coordinate training programs of excellence. This has been accomplished primarily by national, regional and local workshops, institutes, conferences and consultations conducted by LTI personnel. Because of its unique role as a more flexible external respresentative of NCIES the LTI also attempts to facilitate the communication interface between personnel in the field, PPS project staff and NCIES staff (West, 1972, p. 2).

Clustering

To provide for an exchange of ideas among the new diverse groups of PPS trainees and trainers, and to further improve trainer qualifications through mutual support and self-renewal, a plan called "clustering" was adopted in 1971. Projects were grouped together in clusters of six to eight, largely on the basis of geographical proximity, but also based on project content or topics. Exceptions were made to insure both heterogeneity and balance. "Community involvement, consortium arrangements and inter-institutional teaming were piloted" at cluster meetings (Ruch, 1974). The cluster concept originated with the Training of Teacher Trainers National Program and PPS inherited many of its emphases and practices.

During 1969-1970 and 1970-1971, close to five per cent of Pupil Personnel Services funds were set aside specificially to support regional and national cluster activities. "For the first time on so large a scale, part of the money available for training was being spent to provide training for the trainer" (Malcolm, 1973).

> Although clustering clearly improved communication it did little about fragmentation. Projects assigned to the same cluster often found little in common. The result was still thirty to forty independent projects each with its own special thrust.

> Missing was any regional or national focus. There was little sense of common enterprise, little development of mutual support systems. Perhaps for this reason, clustering was dropped in 1971 in favor of the more sophisticated PPS Center/Satellite model (Malcolm, 1975).

C. PPS Center/Satellite Program Design

As previously stated, the past decade and a half has seen a multiplicity of attempts to achieve educational change and reform.

> In spite of the billions of dollars and the efforts of thousand of reformers, taken as a total, the schools and their services remain virtually unchanged. Creative teachers can be found. Outstanding programs are in operation (Ruch, 1974, p. 5).

However, most, if not all school systems continue in the traditional educational "business as usual."

The Center/Satellite program design became, in 1971, the training model which attempted to create a new structure to respond to the continued pressure for educational change and improvement. The basic structure of the Center/Satellite design includes a Center, housed in an institution of higher education, and from three to seven satellite colleges, universities and/or school districts operating together in what Schon (1971) calls the "center-periphery" model for diffusion of innovation.*

> The Office of Education program model for Center/Satellite projects implied a strategy for the diffusion of the new PPS specialist role into the school and the changing of PPS training programs. . . . This model postulates diffusion as communication between two persons one with the idea, the other to receive it (Ruch, 1974, p. 12).

A center is composed of representatives of an institution of higher education (IHE), related local education agencies, usually called school districts (LEA), state education agencies (SEA) where appropriate, and

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*For further discussion of the center-periphery model for diffusion of innovation see, David Schon, Beyond the Stable State (New York: Random House, 1971).

constituent communities. These together form a complex or consortium, the major function of which is to operate as a training center for PPS trainers. The center accomplishes this function by providing the major program, fiscal and management leadership for the participating groups represented in the consortium.

A satellite also consists of combinations of IHE, LEA, SEA and related community representatives within a specified area. The primary function of the satellites is to train entry level (Masters degree) students in PPS concepts and practices.

The process by which institutions become satellites is through contractual arrangements between Center and Satellite, made on the basis of change models which are proposed by the Satellites, to affect both the local schools and the college system.

One important aspect of a Center's role is to cooordinate the work performed by the total Center/Satellite system. This includes providing a small budget, negotiated with the Center director and the U. S. Office of Education, of approximately $20,000 to $30,000 annually.

Centers with their satellite schools should have as their major concern the improvement of PPS services to a specific low-income population. While the focus of the Center training is on a specific low-income group, it is assumed that "transferability" will exist to other groups; i.e., a good PPS training model for one group should also have enough commonality to be good for another group.

Each of the satellite institutions selects a particular service field that needs attention. Examples of these areas might be inservice programs, school-community relations, guidance teams, etc. During the academic year the trainers and trainees develop input from their selected area and present it to the Center project and to other satellite participants. Participants then react in laboratory fashion, permitting each to teach and at the same time learn from others, and to provide feedback to the trainers as well as to other trainees. Thus a "multiplier double practicum" exists throughout the program.

Heavy emphasis is on the latest thinking in the behavorial sciences; specifically organization theory, consultation and communication skills and learning and teaching techniques. Each PPS Trainer and Trainee program should have actual and simulated teaching and counseling situations. It is designed that community representatives from each Satellite and Center institution, as well as target LEA student and faculty, be involved as consultants to "reality check" continually the trainer and trainee sequences. In line with the above concepts the PPS Center/Satellite program includes the following components:

1. An intensive in-service training program for trainers, i.e., college professors and school administrators. These people who in many respects have been the 'gatekeepers' of our nation's educational system are too often unfamiliar with the needs of economically disadvantaged people particularly those of people of color.

2. A Masters level development program at each PPS training Center or Satellite with a preponderance of Asian, Black, Native American and Spanish speaking students who experience first hand the problems of the economically disadvantaged.

3. The utilization of a 'double practicum' whereby the Masters degree students learn the professional skills of the trainers (#1 above) and create an appreciation in the trainers for the culture which economically disadvantaged participants live and experience (#2 above).

4. An influential linkage between the institution of higher education and the local education agency with representatives of the particular target community (most often communities of color), has been established at each Center and Satellite institution by the IHE or the LEA. This parity linkage between the institutions and target community personnel serves as a contracting resource as well as program monitor. It fosters charge and inter-dependence in each of the program components for cooperation and continued funding. Through these required linkages the LEA can more readily prepare for the engage in organizational changes necessary to maximize the new PPS 'learning counsultant' that it employs. This linkage design tends to insure needed change throughout the educational environment.

5. The PPS Center/Satellite concept provides that project leadership be assumed by people of color. The plan, in view of the difficulty in identifying experienced administrators of color, provided that the white director would recruit co-directors of color and provide the opportunity for co-directors to obtain the needed experience. Within 12 to 18 months the project leadership would be assumed by the co-directors of color. This leadership process has necessitated the development of selected doctoral programs and internships for the emerging PPS learning consultant with the identification of adequate financial support from the U. S. O. E. and other foundations and corporate resources (West, 1972, p. 36).

There were seven PPS Centers located at the following institutions:

California State University, Hayward, California.

Satellites:

Calif. State University at San Francisco
Calif. State University at San Jose
Calif. State University at Hayward
University of California at Berkeley

The California State University, Hayward program was designed to train students of color (Asians, blacks, Chicanos and Native Americans) for work in culturally and economically disadvantaged communites. Using distinguished faculty of color, the Center during the summer served as a stage and planning center for satellite participants in developing a model program suitable for all personnel who were training specialists for work with disadvantaged children.

Indiana University, Bloomington, Indiana.

Satellites:

Chicago Public Schools
Gary Public Schools
Louisville Public Schools
University of Illinois
Indiana University
Ohio State University

The primary goal of the Indiana project was to focus on conceptualizing, designing, applying and evaluating a more adequate pupil personnel training and services program to aid people who are educationally and culturally less fortunate than is necessary. Therefore, an interdisciplinary approach was initiated both at the university and at the school level. The interdisciplinary approach integrated training and service components currently practiced by school psychology, counseling and social work.

University of New Mexico, Alberquerque, New Mexico.

Satellites:

Arizona State University
San Diego State University (California)
University of Texas
Fresno State University (California)
University of New Mexico
University of Colorado, Denver

The University of New Mexico Model was primarily a Master's Degree program for the preparation of pupil personnel consultants and trainers of pupil personnel consultants for culturally disadvantaged schools with a high proportion of economically disadvantaged Chicano students.

University of South Dakota, Vermillion, South Dakota

Satellites:

University of Montana
University of South Dakota
Eastern Washington State University
University of Nebraska
University of North Dakota
University of Wyoming

The South Dakota program was designed to provide Indian educators, holding a bachelor's degree, in the above mentioned states with graduate experience so that they could function as professional pupil personnel consultants for Native American children. It also prepared them for eligibility for key local and state positions and for college and university training positions in these states.

Tennessee State, Nashville, Tennessee

Satellites:

University of Alabama/Alabama State
Florida State/Florida A & M
Georgia State/Atlanta University
University Mississippi/Jackson State
University of Tennessee/Tennessee State

The Tennessee State University program, "paired" with the University of Tennessee, trained pupil personnel consultants to work with children of color and disadvantage. During the summer the Center served as a staging and planning center for satellites in developing program models suitable for pupil personnel consultants in working with disadvantaged communities. The Satellite then continued to develop its program during the academic year.

Pan American University, Edinburg, Texas and

University of Texas, Austin, Texas

Satellites:

Lubbock School-Community Project
San Angelo State College
San Antonio Public Schools

The program was designed to prepare Chicano School administrators and counselor consultants to work with Chicano youth in and out of school. It was also designed to provide many schools with significant Chicano populations with the first Chicano pupil personnel consultant who will assist that system in its effort to change. The program facilitated the development of counselors competent in school administration by conferring an SEA certification on counselors who have completed nineteen academic hours in administration in addition to the regular counselor requirements.

University of Pittsburgh, Pittsburgh, Pennsylvania

Satellites:

Howard University/ D. C. Public Schools
Boston University/Boston Public Schools
State University College of New York
(SUNY) - Brookport/Rochester Public Schools
SUNY-Buffalo/ Buffalo Public Schools
Duquesne University
University of Pittsburgh Demonstation Project

The Pittsburgh project was designed to train doctoral or post-doctoral level trainers of educational personnel specialists along with entry level (Master's Degree) counselor/consultants for work in urban settings. Two field based models for inter-disciplinary functions have been developed and implemented using teams from within the pupil personnel services and teams including PPS personnel and other educational personnel.

Both Center and Satellite trainers and trainees had joint responsibility for conducting ongoing evaluations of their programs.

D. University of Pittsburgh Center/Satellite Program

The Pupil Personnel Services Center/Satellite program of the University of Pittsburgh included three interrelated components: the Center, the Center Demonstration Project and the Satellites. As previously stated, the focus of this paper is restricted to the University of Pittsburgh Center activities, therefore, the Satellite component of the program will not be discussed. This section will include a discussion of the Center activities and the Demonstration Project.

As defined in the University of Pittsburgh program design, the Center (not to be confused with the Center/Satellite Program) existed primarly as a set of resources, people and finances and strategies for the utilization of the resources. These strategies and resources were developed and administered by the University's Counselor Education Department.

Center Activities

The three primary objectives of the Center were management, program development, and staff development.

> The function of management is to provide the conditions and resources under which the program development and staff development activities may take place in a coordinated fashion (EDPA/PPS Proposal, 1972-73).

Center Management and Policy Making

The Center component involved a network of interrelated, educational training and development activities. A variety of educational institutions in a variety of northeastern cities were involved. The Center was committed to the demonstration and operation of a policy formulation and decision making model that was consistent with both the multiple goals of the project and the multiple involvements of constituents of the many institutions and communities involved. A decentralized decision-making and policy formulation model was established. Essentially, it was an attempt to get away from a centralized bureaucratic representative kind of system. It aimed to create a system where people involved in a particular situation did not vote or act through representation in resolving the issues of program design implementation and evaluation, but rather got involved in a more immediate consensual kind of organization and decision making. Consequently, a variety of ad hoc decision making groups were established. The collaborative decision making model possessed the potential for being more responsive to the needs of both institutions and individuals (EPDA/PPS Proposal 1972-73).

In the context of Center Activities, staff development was the training of educational personnel, from graduate faculty to paraprofessionals, to assume new roles, functions and responsibilities. This was accomplished through the conduct of seminars, conferences, workshops, course work and other staff development activities. Topics critical to PPS training formed the content of such activities which included groups, supervision, consultation, teaming, inter-disciplinary models, field involvement, etc.

Program development involved the securing of intra and inter-institutional commitments for changing the training program for PPS workers or for changing program models which will be used by PPS workers. Major program development efforts took place at the Satellite level. Consultation, coordination and program management were provided by Center coordinators.

The following list (Ruch, 1973, pp. 6-9) characterized some of the staff program development emphases of the Center:

Staff Development

1. The program was designed to recruit and train a specific population of counselor; namely, urban Blacks.

2. Changes in curriculum content and process were instituted to help meet the training needs of counselor trainees. Examples of such changes include courses on Black Psychology, African and Oriental belief systems, multi-cultural counseling, and social issues and process groups focusing on the development of sexual, racial, ethnic, professional, etc. identities.

3. Both trainers and trainees were exposed in varying degrees to the counselor/consultant role model which is prescribed in the 1970 Pupil Personnel Services Program Design.

4. Field work or practicum requirements combined trainees with professionals already in the schools, thus providing some measure of on-the-job training experience which will ultimately improve the competence and qualifications of the trainee.

Program Development

5. Multi-year funding for Center activities, the Demonstration project and the Satellites were negotiated at the outset of the Program due to the recognition that adequate periods of time are a primary factor contributing to the achievement of planned change.

6. Center activities were designed on the basis of the notion that institutions changing institutions is a more potent program change strategy than that of the individual change agent attempting to achieve program reform. The institutional change model included such procedures as sub-contracting, negotiating, joint priority setting, resource sharing and mutual support.

7. Concentrating or combing resources at one site helped to overcome neutralizing change forces. This included such factors as training persons already occupying positions working with total units such as a faculty or department, working collaboratively with other existing projects or programs at the site and guaranteeing placement of trainees through joint recruitment and selection.

8. Programs were enriched and changes sustained by the encouragment of diversity in two specific areas: (a) the training, recruitment and placement of Black personnel, and (b) the selection and implementation of diverse educational programs, both traditional and non-traditional.

9. Training was focused specifically on planned change efforts rather than on mere personnel development in order to sustain and reinforce program reform.

Program and staff development were interrelated; and resources and strategies cannot be developed or provided for one without involving the other. The Pittsburgh Center sought to capitalize on the strenghts of the Institute model for staff development and at the same to develop supporting strategies for program or institutional change.

The strategies developed were largely concerned with change in the training of persons who are sensitive to and committed to the urban educational scene. For Pittsburgh this suggested placing high priority on the training of more Black counselor/consultants, and the hiring of more Black Counselor Education faculty.

These strategies included such changes as the following: (1) the use of Center resources for providing both the leadership and the risk environments necessary for the development of innovative training programs and models. To accomplish this the Center piloted, through the Demonstration Project, several training strategies and program development processes and structures. The result of these pilot activities was that errors were identified, unproductive strategies were isolated and either eliminated or improved, and successful alternative plans and models were highlighted; (2) the use of Center resources for providing opportunities to explore alternative forms of resource distribution and management styles; (3) the strengthening of support for the dissemination and expansion of goals, objectives, strategies, models, programs, finances and use of personnel in both the Satellite and Center components. This support was provided pri-

marily through short-term training in the form of conferences, workshops, personnel exchanges, meetings and written materials. It permitted all parts of the Center/Satellite network to become aware of the activities of other parts while, at the same time, informing and exposing others to their own operations and activities, and (4) the securing of intra-and inter-institutional commitments for both personal and organizational change (EPDA/PPS Proposal, 1972-1973).

The operation of the center component are illustrated in the following chart. The three primary functions shown in the left hand column are expanded to indicate the processes of which they are constituted. The right hand column suggest methods by which these processes may be accomplished.

CENTER COMPONENT OPERATIONS

Functions	Methods
A. Management	
Budgeting	Conferences
Planning	Visitations
Disseminating	Consulting
Evaluating	Workshops
Coordinating	Meetings
Policy Making	
B. Program Development	
Designing	Workshops
Implementing	Institutes
Coordinating	Meetings
Consulting	Consulting
	Demonstration
	Visitations
C. Staff Development	
Training	Workshops
Consultation	Institutes

Functions	Methods
Supervision	Conferences
Personal and Professional Growth	Visitations
	Consultants
	Lecturers
	Demonstrations
	Materials

Center Demonstration Component

The center Demonstration Component was an extension of the types of programs for training educational personnel which developed over the past eight years in the University of Pittsburgh Department of Counselor Education. These programs operated in conjunction with other schools within the University and with other departments within the School of Education in accordance with NDEA and EPDA Institute guidelines.

During this eight year period the Department of Counselor Education designed and implemented a highly innovative counselor training program. Emphasis was on training entry level (Master Degree) counselor/consultants for urban settings along with doctoral or post-doctoral level trainers of PPS workers. The training model was characterized by the following aspects: (1) trainees must be full-time students; (2) they must serve a specified period of residence in the department; (3) the program is competency, rather than course or credit oriented; (4) part of the training must occur in the field; (5) the curriculum was structured for personal and professional growth and development; (6) theory and practice were integrated, and (7) to a limited extent teacher education occurred concurrently with pupil personnel training.

The overall goal of the Demonstration Project was to develope effective interdisciplinary PPS models for the University and cooperating school and community project participants. The five major emphases from the best of NDEA Institute training programs carried over into the Center/Satellite Project and include:

1. the person as a learner; the learner as a person
2. group process as a vehicle for development
3. supervision as a developmental process
4. the contribution of behavioral and social sciences to training
5. program planning and organization as a developmental milieu or context for training (Gutherie, Impact, 1970, p.4).

In the first year of the project (1971-1972) the design included the entire Counselor Education Department with supporting personnel from the departments of Secondary Education, Reading and Language Arts, and Educational Psychology. Working cooperatively with these IHE personnel were representatives of seven local education agencies (LEA), providing input from almost every type of educational program to be found in the Pittsburgh area. The objective of this consortium was to demonstrate the aspects of the new PPS model by piloting a variety of innovative programs.

Although the long-range goal of developing inter-disciplinary models was retained by the Demonstration Project, the specific objectives and methods for achieving them changed over time. One aspect that changed was the extent of the direct involvement with the Project of other departments and disciplines within the University. Another change was that the entire Department of Counselor Education no longer adhered so closely to Federal guidelines in preparing PPS workers for urban schools, but broadened its focus to train counselors for alternative situations, such as the free clinic, Mental Health institutions, penal institutions, etc.

The center Demonstration project retained its focus on urban school community situations, however. The department's efforts to serve clientele beyond the schools has, indeed, influenced the emphasis and objectives of the Demonstration Project to some degree.

> Two factors seem to account for Department and/or Center (Project) obejctived changing. During the first year (1971-72) heavy emphasis was put on demonstrating the relationship between teacher education and counselor education. Much energy and manpower was put into the seven field sites selected for practicum experience. The Center committed itself to looking at the role counselors could take either through the team approach, i.e., counselors, social workers, health workers, etc., or through curriculum and supervision, i.e., reading and language arts. In this process a heavy focus was placed on the life and learning climate of the school. The underlying assumption being that is was not the students, who by and large were in good shape, but rather the school and services in the community that were alienating. In part this was a result of the alienation felt between teachers, counselor and administrators. The school organization or system was thus seen as a major source of the problem which, in turn, was traced to the training models offered by the University.

> The second reason for the thrust into other areas was simply that the seven sites failed to live up to their agreement to rehire personnel who had been through the Center's training program. So while the thrust of the program in the schools continues through the second and third year, the objective of training pupil personnel workers has incorporated a larger area than just the public schools (McGreevy, April, 1973, p. 7).

In line with the PPS Program design, the two primary objectives of the Demonstration component emphasized (1) the training of educational personnel, and (2) the development of activities designed to enhance, improve and restructure existing educational programs.

As a carryover from preceding programs, the Center retained its commitment to providing the settings necessary for those attmpts made to demonstrate the many concepts and procedures articulated in the PPS Program design. Since there was neither proof nor total agreement that all of the aspects of the design were desirable or helpful to the educational scene, the Demonstration Project was implemented to provide opportunities for experimentation and development of a variety of the PPS components and models. This, in many instances, required a greater amount of risk-taking than the Satellites or the Counselor Education Department as a whole were in positions to chance because of the organizational structures within which they functioned. Consequently the Demonstration Project could provide the required risk-environment without actually risking the loss which could occur were it not a "demonstration" project.

The primary method chosen through which innovative PPS models were demonstated is the teaming of PPS trainees, University trainers and field personnel for one or two days per week at a local school field site. During the first year of the Project, 10 sites were idnetified. They represented the gamut of kinds of school-community-student situations found in the Pittsburgh area. The seven sites chosen included: (1) inner-city; (2) rural; (3) suburban; (4) low-income, urban (just outside the city); (5) an institution for dependent, neglected and delinquent children; (6) a home for crippled children which handles all types of special education cases, and (7) parochial.

Basically, the Project design had two dimensions: one involved the demonstration of the effective functioning of interdisciplinary teams; the other, curriculum redesign.

For the first dimension, two field based models for PPS personnel were in operation and were demonstrated through the Project training program:

1. Teams of personnel from within the pupil personnel services, e.g., counselor, social worker, nurse, psychologist, psychiatrist, probation officer, child care worker, etc.

2. Teams of personnel including PPS personnel and other educational personnel, e.g., counselor/consultants, teachers, administrators, curriculum specialists, reading specialists, etc.

Two specific types of student populations were involved in these demonstrations. The goal was to design functions which were appropriate to the situations and the individuals. Both models for the two student populations were operating in institutions (Warrendale and Home for Crippled Children) which are staffed with a variety of professionals covering a large range of educational, medical, psychological and social service professions; therefore providing the potential for successful team functioning.

The second dimension included school sites which encompass virtually all the other types of educational situations found in the Pittsburgh area. The goal of these pilot models was that of redesigning some part or all of the curricula in these schools. Some of the models included in-service and pre-service teacher training; some attempt the formulation of effective interdisciplinary teams integrating PPS workers with other educational personnel.

The ten dimensions of the redesigning activities are listed on the following chart.

During the academic year 1973-74 the number of school training sites increased to ten.

DIMENSIONS OF REDESIGN ACTIVITIES IN FIELD SITES

A. Institutional Change and Innovation (Program Development)

1. Curriculum

2. Team Teaching and Teaming

3. Redesigning Departmental Structures

4. Redesigning Institutional Processes

5. Introduction of New Personnel

6. Design of Training Programs

B. Developing Cooperative and Collaborative Relationships

1. Site Committee

2. Promoting Communication with Community Organizations, Agencies and Other Groups

3. Communication between institutions

4. Proposal Development and Writing

Demonstration Project Objectives

The objectives specific to the training of PPS workers in the Demonstration Project were:

1. To train counselors and PPS trainers who have a broad developmental persepctive and who can utilize their understanding of learning processes, motivation, personality dynamics and techniques of individual counseling in working with individual students.

2. To train counselors and PPS trainers skilled in developing learning environments who will translate their understandings of individual learning styles, behavioral dynamics, and effects of the learning environment into the development of school and community experiences which meet the needs of the learner and allow him to fully actualize his learning potential.

3. To train counselors and PPS trainers who will effectively use their knowledge and skills in the role of consultants with teachers, administrators, and community representatives.

4. To train counselors and PPS trainers who have effective understandings of social structures and relationships and communication processes and who have the skills to utilize such understandings in effecting better communication within the school system and between the school and community.

5. To train counselors and PPS trainers who understand people interacting in group situations and who can utilize this knowledge in developing better working relationships among groups of students, teachers, and administrators.

6. To train counselors and PPS trainers who will develop projects which will bring about greater involvement and cooperation between the community and the school toward the end of creating a developmental environment.

7. To train counselors and PPS trainers who can effectively work with school personnel specialists (psychologists, reading specialists, curriculum supervisors, special education teachers, social workers, nurses, etc.), as well as with outside professionals.

8. To train counselors and PPS trainers who are aware of and who effectively reinforce and maximize the role of the home environment in positive learning, personality development, attitude and value formulation, and in providing motivation for students (EPDA/PPS Proposal, 1972-73).

Demonstration Project Management

1. Policy making models for the Pitt Demonstration Component have taken forms: (a) a site committee for each training site, and (b) a core faculty for each training program.

(a) Site Committees: The Pittsburgh component designed a committee to operate in each of the places where the Center functioned. The goal of the Project was to establish both a PPS workers training, and a training of PPS trainers program in each place that represents a different kind of community, a different type of student, a different type of school district. The focus was to be on making the PPS workers and trainers fully functional within the context of these various school, community and student situations. Consequently, in each training site there was an attempt to establish a Site Committee.

The Site Committee was designed to include parents, students, and teachers from a particular school building within a particular community working together in a parity relation-

ship. Into this community was inserted representation from administration, and from the School of Education at the University. It was from within this community that management, design and decision making about the development of the training program for teachers and PPS personnel occurred. Implementation of policy making models was not easy nor entirely successful.

(b) Program Core-Faculty: Each program (M. Ed. and Doctoral) was designed to be managed by a program coordinator and two to four faculty who serve as the core faculty for that program. The core faculty had total responsibility for the design, conduct, management and evaluation of the curricular experiences for the entire length of the program. Additional faculty members may provide instructional and/or supervisory input for the program, but they report their reactions, responses, and evaluation to the core faculty who are responsible for all professional judgments about students. This model was modified since its inception.

A third coordinating group was piloted during 1971-72 and was developing again during 1973-74. It involved the selection of PPS administrators from each site and community members from each site to meet with program faculty to improve the interface between site and field training. Site personnel played a role in on-campus instruction; campus programs were extended into inservice functions with existing staff.

As the designated time span for the PPS project drew to a close, the program's designers realized the existence of one outstanding need. They felt that there was a necessity to share learnings gained through three years of experimentation with an even wider academic professional audience than they had been able to influence to date. Toward that end, they submitted a request for a project continuation for the purpose of disseminating new approaches to training pupil personnel service professionals.

The dissemination project was approved, and its products testify to its worth. Videotypes on various themes, developed at workshops and by study groups, have already been presented to one professional organization, and requests for copies are already being received. Leaders manuals are also available with these tapes. Similarly, monographs have been prepared, and will be met with a waiting audience. Listings of both are included at the end of this Report Section.

The PPS Project has been a diverse and fruitful effort involving the talents and energies of a large number of individuals on a variety of professional levels. For the most part, the work immediately funded by the government has been completed. But the ultimate effects, as new professionals enter the educational mainstream and new ideas become available to those involved in pupil personnel work, have barely begun to be evident.

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CHAPTER II

DESCRIPTION OF CENTER AND SATELLITE ACTIVITIES AT THE UNIVERSITY OF PITTSBURGH

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INTRODUCTION

This section focuses on three areas: the role of the University of Pittsburgh in staff and program development, a report of Center Satellite interaction, and a description of the Doctoral Program in Counselor Education.

The first section of this report explicates the philosophic basis underlying the development of staff, program and students. The second presents a summary of observations made at a colloquim held in Pittsburgh in May, 1975, for the purpose of exchange and dissemination of ideas between Center and Satellite PPS participants. And the third provides a detailed, in-depth discussion of the doctoral program in Counselor Education.

The Masters Program in Counselor Education was selected as the demonstration program model for the EPDA/PPS Project. The impetus for the development of the Masters Program began in 1964, when the department of Counselor Education (established as a separate graduate program in 1962) received funding from NDEA to establish a training program based on an "institute" model. The grant provided that monies be used for student tuition and stipends; faculty positions; and to develop an educational environment to enhance the learning specifically for the counselor in training. Since that point in time, the Doctoral Program has been developed in response to student needs and has evolved out of the learning context of the Masters Program.

Explication and analysis of the programs has been part of the current EPDA/PPS dissemination Project. For this purpose, although the Masters Program is considered as the demonstration model, the Doctoral Program is the program which will be described in detail, and analysed from two theoretical perspectives as the third major part of this section of the report. The reasons for this decision are: 1) the Doctoral Program was developed from the same basic rationale as the demonstration model; 2) concepts are characteristic of both the Masters and Doctoral Programs; and 3) the study of the Doctoral Program was the carefully researched topic for the dissertation of one of the Program's recent graduates. The text will explicate the design, the presentation of the rationale, conceptualization, and implementation of the Doctoral Program and the relationship of staff development to this design.

1. Program and Staff Development at The University of Pittsburgh:

A Brief Overview

Donald A. McMurray, Ph.D.

The Counselor Education Program at the University of Pittsburgh attempted to create an organizational structure which provided for systematic development and revitalization for the trainees, the training programs, and the staff concurrently. Programs at both the masters and doctoral level were designed, planned and implemented with this idea in constant focus.

The training mode was based on the belief that as students are being trained, as the program is developed for the purpose of training, so too are the staff being pressed to become creative, to take the initiative for the implementation of new programs; and thus staff development becomes an integral part of the training process. In response to the need to provide both program and staff development, the Office of Education funded a number of inter-related University-School Districts-Community settings where both the training of workers and the delivery of services could be reassured and redesigned. Seven regional projects were created. One setting (Center) provided the major leadership (fiscal, administrative, and programatic) for the collection of four to seven smaller settings (Satellites). Ruch (1974) (From EPDA/PPS Reports) suggested, "It was envisioned that the Center would play a significant and continued role in training the Satellite personnel, who would, in turn, develop local programs.

The Center-Satellite program focused on two kinds of outcomes, each necessitating a specific, though interrelated strategy. The training of educational personnel (graduate faculty through paraprofessionals) was staff development. Changing the training programs or the delivery of services for each worker was the second outcome, i.e., program development. The presence and interrelatedness of both was considered crucial to any meaningful reforms or planned change processes.

Staff Development: The following five basic ideas about staff development characterized the Northeast Project.

1) Each program included a specific minority population. All the programs recruited and trained workers from the minority population representative of their geographic area. For instance, the Northeast Center recruited urban blacks.

2) Revisions, innovations and new developments in both content and process of training were instituted to meet the needs of the trainees.

3) The role model was rather perscriptive, and although variations in emphasis were present, the generalist model was the central staff development role model.

4) The project was characterized by cross-age training. Both trainees and preservice trainees received training under the auspices of the Center-Satellite Project. The double practicum, with faculty working with doctoral students, who in turn worked with pre-service and entry level trainees, was a frequently used model.

5) Pre and in-service training was viewed as a continuum and treated simultaneously. Often training activities combined pre-service training with professionals already in the schools.

These approaches were employed to improve the quality of staff development. At the same time, a number of ideas about program development were also important to the design of the program.

Program Development: Five concepts can be noted about the mode of Program Development characterizing the Northeast Project.

1) It was assumed that program development takes a sustained effort over a long period of time. Further, new structures and program changes often require the acquisition of new skills, new processes, and changes in work related behaviors. These innovations require training, retraining and a specificity which all consume time.

2) Institutions change institutions: One institution engaging another in the creation and conduct of meaningful alternate structures and processes becomes an important part of the project.

3) The concentration or combining of resources at specific sites became an important focal point for program development. This was accomplished to overcome the many processes within an institution that tend to neutralize reform efforts.

4) Diversity was a strongly held concept within the project. Not only was there a strong emphasis on the recruitment of personnel (students and faculty) from minority populations, but the identification and selection of a diverse collection of educational programs and patterned practices (traditional and non-traditional) was encouraged.

5) Specific training to support change efforts was desired. Such training was related to the institution and maintenance of program changes.

In order to maximize the likelihood that programmatic goals would

be obtained at the University of Pittsburgh Program, several elements in the application of the program design were emphasized. First, the control and design of the change was to be at the local level, the point of implementation. Secondly, alternative role models for both training and delivery of services were encouraged. Third, mechanisms for frequent exposure of each institute's activities, programs, and problems were provided for. Finally, in addition to staff development, specific program development of institutional support activities was provided.

In summary, the Pittsburgh program as one of the six Northeastern Center-Satellite Projects, sought to capitalize on the strengths of the "institute" model of staff development while at the same time developing support strategies for program change.

2. Center - Satellite Interaction

Charlotte Loteka

In an effort to view the role of the Pittsburgh Center from a variety of perspectives, and to provide a forum for dissemination of information and ideas, a colloquium was held on May 8, 1975 at the University of Pittsburgh. Participants included persons from the satellites, the center, the University community, and from field sites cooperating in the training of students in Counselor Education.

The meeting itself was an example of the use of the experiential approach to learning, or in this case, reporting results and findings. This was selected in preference to a more formalized approach involving the presentation of written reports by individuals from the involved groups.

The data for this section of the report are drawn largely from an audio tape of the proceedings of this colloquium. The following persons were invited from the Satellites, the Center, and the Field Sites:

Colloquium Coordinator: Dr. Margaret Becker

Center-University of Pittsburgh Participants

Dr. Robert Campbell
Dr. Canice Connors
Dr. Patrick Malley
Dr. John Mosley
Mr. Joseph Werlinich

Satellite Participants

Dr. Eileen Nickerson
Mr. George Vito
Dr. Doris Hill, Dr. Richard Stevic
Ms. Margaret Labot; Mr. Carter Bowman

Satellite Consultants

Boston: Dr. Jane O'Hern
Brockport: H. Jayne Vogan
Buffalo: Ms. Collette Girard
Duquesne: Dr. William Faith
Washington, D. C.: Ms. Mrytice Tobias

Professional Organizational Consultants

APGA: Mr. Frank Burnett
PACES: Dr. William Groves
Dr. Richard Malnati
NARACES: Dr. Judith Scott

Field Sites

Mr. Robert Boulden	Homewood Brushton NHC
Mr. James Duerr	Mars Area High School
Dr. Larry Dukes	Allegheny Community College
Sister Mary Elice	Lawrenceville High School
Ms. Kelly Estes	Allegheny East MH/MR
Sister Eva	Holy Family School
Mr. William Fisher	Tayler Allderdice High School
Mr. Dennis Flosnick	Holmes School
Ms. Ida Freeman	Hill District Catholic School
Mr. Paul Friday	Intermedite Unit, Pittsburgh
Mr. James Hawes	Holmes School
Dr. James Higgins	North Hills School District
Dr. Edward Hogan	Point Park College
Dr. Edgar Holtz	Hamption School District
Dr. Vernell Lillie	Black Studies, University of Pittsburgh
Dr. Robert Loiselle	WPIC, Oakland Team
Mr. James Manley	North Allegheny School District
Mr. Robert Maycheck	Associate Director Pupil Services, Secondary School, Pittsburgh Schools
Ms. Hazel Moran	South Hills Child Guidance Center
Ms. Mary Jo Pisano	Art Institute of Pittsburgh
Ms. Martha Riordan	Lawrenceville Catholic
Ms. Sue Schiller	University of Pittsburgh Learning Skill Center
Mr. George Schubert	Tayler Allderdice High School
Dr. Jerry Seraphino	The Center
Mr. Jerry Smith	East Liberty MH/MR
Dr. Ted Soens	Gladstone Sr. High School
Dean James Spence	Allegheny Community College
Ms. Mary Stone	Westinghouse High School
Dr. Robert Teeter	Mycoda
Mr. Ted Vasser	Westinghouse High School
Ms. Jane Van Wormer	Northern Area Satellite, St. Francis MH/MR
Mr. Vern Wetzel	Karma House

Satellite and Center participants at the meeting were asked to address these issues:

A. An explication of the expectations of each of the Satellites and the Pitt Center in terms of their involvement in the Project. A statement of the goals of the Project for each Satellite and the Pitt Center.

B. Each Satellite's view of the positive and negative effects of their involvement with the Center: impact, meshing of expectations, sharing of goals, etc.

C. A report from the Center as to the positive and negative effects of their involvement as a Center; specific to each Satellite, to the community, to multi-cultural impact, and to the greater University.

What follows is a summarization of the views presented, informally, in the first person, at the conference, by the consultants, observers, and others connected with the Satellite-Center Project. For convenience, the remarks related to the different geographical areas have been condensed and separated into those categories.

Center - University of Pittsburgh - Mr. Joseph Werlinich

Looking back, historically, into why we are a part of this project we find our personal motives for affiliation and satisfaction of need, are coupled with our broader motives for: systems interaction for change, developing a training model, using funding to support many students (minority groups and others), and bringing people into the mainstream.

What we accomplished, very positively, was the use of the funding to enhance relationships between diverse groups of people, and the providing of credentialling for these people by bringing them through the system at Counselor Education. Re-creating the meaning, developing a sense of owning or belonging, re-envisioning the process of education, allows the individual to participate in a project of mutual creation where he feels invested and involved. The idea of a process within a process is the foundation of the training model and for the linkage between Satellites and Center. In other words, the interaction of the system at large, which is a sample of the possible impact on the greater community. At any point the unit of interaction can be seen as a "model" for another comparable interaction.

Did we accomplish what we wanted to do? Some of our frustration has been that the larger system did not change very much. The minority group members were for the most part, "brought in" instead of their taking part in rebuilding the hierarchy of decision making. The people at the top are still deciding who will decide. When the funding stops, will the positions for minority members disappear with the "soft money", and the structure return to the status quo prior to intervention?

Our own need for survival has impeded our progress because of having to make "political" compromises. Our confrontation with the bureaucracy has been blunted by our concern with maintaining what we have.

Another issue is that our power and mobility as a collective body is pretty well limited to movement within the institution. Individually, however, we have made significant impact. It is within the sphere of interpersonal relations and personal philosophy that the project, at Pitt, has been most meaningful and successful. Our connectedness with the Satellites has provided linkage, feedback, and mutual support. The community based field sites have served as vehicles for practicing in other environments what we practice at Counselor Education. The scope and worth of the entire project has been enhanced by the cooperation, support, and services provided by the committed persons involved.

Boston Satellite - Dr. Jane O'Hern

Entry into a system is one of the issues which concerns us: how do you move into a system? do people want you? how do you get people involved? We have found that in order to go out and impact others we must work with our own people first,with the Field Site personnel, and within the University. We have now made some real changes within the department and the University. We have moved from a traditional hierarchy of decision making to sharing in the selection of students and staff. We have developed with the University a core program that will include psychology, psychiartry, social work, psychiatric nursing, occupational therapy, special education, rehabilitation counseling, and others in human services. Now these schools will be collaborative and provide a core basic to all with which students can integrate their specialties.

One problem is getting the right people at the right time involved in the development of the program. Also, we must plan and make some decisions beforehand. But communities desire input into what is being done, and students entering in September react without a sense of involvement to plans we made the previous March. How can we provide for a sharing of the vision when all the participants were not part of the process from the beginning?

A truly collaborative and productive relationship with our field sites has evolved since some of our staff became part of theirs and some of their people moved to our staff. This is an example of cost sharing which is intimately related to the working of the project in a positive way. Cost sharing has also allowed us to continue to try to attract good members of minority groups to the University. There seems to be a big shift taking place in the area of financial responsibility. Compared with the traditional processes, we have been able to negotiate with the Vice President of Student Affairs at the University, and we are doing so with social agencies, school systems, and other systems.

Another question concerns accountability: have we done anything? Are we doing the job we set out to do? We have been getting both positive and negative feedback from students. They and our community board taught us more than we could have learned in any other way. We are really starting to talk about community, rather than only about whom we can get into college. Are we interested in feeding into a system a more competent and far-reaching counseling program, as opposed to tacking a system that is a challenge because the traditional approaches cannot fit in? Where do we provide training for our students - - - in an "easy" area where the experience of one-to-one supervision is better, or in a "difficult" area where creative and innovative approaches are a must? And, in what ways can we cluster to provide some support for those students who eventually take jobs in a system? Can we develop peer groups for continuation of purpose and a sense of affinity among our graduates? We lose our potency in many cases when we're alone.

It seems likely, ultimately, that our many small activities will actually change the larger communities within which we move, but over a longer time period than three years.

Duquesne Satellite - Dr. William Faith

The responsibility of using federal funds precipitated the attitude that we found ourselves facing: We must get everything done in the space of a couple of years. This kind of imposition gives immediate results, but little lasting effect, and we need to move away from that. Instead, stressing patience, we can experience the initiation of the project, stand back and look at what took place, then come back (with a sense of "ownership" because of the involvement) and develop what might be a new program, different from what was instituted when the funding began.

Brockport Satellite - H. Jayne Vogan

One of the things that has happened to change our institutions has been staff development: The process of giving counseling away. The repository of mental health does not lie with the few people who have that title. We started in a small way under the auspices of the project with any voluntary collection of students, teachers, community people, administrators, counselors, and whatever human relationships we had, teaching people to communicate better, doing all the things of the kind generated by the project, and over four years we progressed to work with all the administrators in that district. They have now instituted a training office within the district to pick up where I leave off, and have hired people who are good, who do training of nuclear groups within shcools. Of nineteen schools in the district thirteen have an ongoing project for staff development and re-training of adults within the shcool. I am still an external consultant, but the district has institutionalized this change even though the federal money is gone. It is somewhat different from other "soft money" projects in which the money is withdrawn and nothing remains. Another aspect is

that we got some publicity from the area schools about what we were doing and the University began to feel the need to implement some staff development within various departments which we have now begun. I feel that the change coming from within the institution of higher education was more significant than those changes motivated by external agents, even though school districts in the latter category are farther along in the sequence of change.

Washington, D. C. Satellite - Ms. Mrytice Tobias, Ms. Margaret Labot, Mr.Carter Bowman

What degree of success and failure have we experienced?

How do we plan change?

How is planned change implemented?

How do we deal with people coming in at different stages of the process?

How do we define the needs of those we serve?

How do we reach or hold the population we are trying to serve?

These are some of the questions being raised. Change is one of the only constants in the varieties of our experience.

Our program in Washington, D.C. was the only one of the Satellites that was an in-service program, having been a public school system and having a population projection that was climbing. Our idea was to affect the people already on the payroll within the system; this is one way to get people involved. One difficulty was to try to maintain a degree of stability in the local school and yet encourage the University of Pittsburgh to accept some of our teachers into its program, knowing what the loss of those teachers to the faculty would mean. We had to assess our priorities and one of our strongest values seemed to be with the personal development of the people, having the belief that these people could then make changes in the institution as an indirect outcome of their personal change. This brings up the committment that we have to the institution for having these people return to that setting - - or is our goal really bigger than any one institution? One thought is that an advocate for the kinds of service we want to provide can become part of a network of an extensive system. This is the direction toward which the Garnett-Patterson Satellite has been moving. Many of us are no longer in the building where we started, but the communication channels among us are still open and we are still pressing for the kinds of things that we want for children. We could not anticipate the constant change of personnel within the system, but rather than see such turnover as a stumbling block to progess, we can look on it as an assist in terms of broadening our impact. To evaluate success or failure we should not only see three years within one institution, but instead see the larger picture, projecting ourselves in time and

valuing the contribution to the field of Education as a whole system. Change is a painful process --- with it needs to come an enlarged view of what we are about. We need to be optimistic and broaden our perspective and not get caught up in looking at just one setting.

Regarding the larger society, change threatens those who may currently have power. Do you think that people are going to call on us and say "help me take care of a situation", when that very plea implies a loss of previously held power, or when we may be the agents who will rid him/her of power? Those who call and ask are not the people who want to maintain the system as it is. The calls are from the few people who are involved in a situation in which they are trying to bring about a change, and in which they have indicated that their survivial in the system is not the most important factor. Willingness to risk, to stand up and be counted, not just to talk about it and do nice safe things to get it to happen, is a very personal risk as well as a departmental risk. If we want to bring about changes and the system with which we deal is too strong and powerful right now, the big question is "How do we mobilize the footsoldiers in such a way that they can have some impact on what is going to happen?" How much and where people can risk in the changing of institutions relates to the question of "How do we prepare people to know where they want to go?" It is dependent on where those people see themselves in terms of their needs for survival, and that is a critical issue in choosing suburban or urban (inner-city) sites to work in. That determination has to be an individual decision.

Many graduates of the Pitt program experienced a sense of isolation and confusion when they returned to the work world. They felt under-used, without support from the people or existing structure of the institution. Peer linkage could continue to validate the lived-experience at Pitt that is so difficult to understand unless you have been through it. It is frustrating to find employers looking only for someone to help with record work in the counseling field. With greater force of numbers of people "impacting" the system perhaps our resources could be tapped, changes could be felt, and we could do more of the things we have been trained to do.

Buffalo Satellite - Ms. Colletta Girard

How the model is developed from the very beginning can make a great deal of difference, in my experience as an administrator. We planned together to attempt something we felt we had a need for, and we did it together. This planned change was not a very big one, but I do not think that very big system changes come about anyway. My feeling is that a gradual shaping takes place. We know what we wanted to do, and we saw this project as an opportunity to get something accomplished. We wanted to train teachers who were presently in the inner-city who were operating on a fairly successful level to become inner-city counselors. We worked this out with communities and those who applied for our program were interviewed by a community representative, by the University, and by the public school systems. We put them in a program that was very much like

what everyone else went through; however, in addition, they were to spend two full days a week as interns in the schools, with the end result of increasing our minority population of counselors. We talk about programs, training people to meet the needs of children, rather than the "straight" role that we know of social workers, counselors, and others. A number of our people are in Title I schools, and their impact is felt in working with staff, principals and communities. It has been such that those services are being requested and receiving positive evaluation, in some cases ranking in funding priority above the traditional subjects. The way we started initially makes a big difference, in my opinion. The consultant didn't have to come knocking; we opened the door together.

APGA - Mr. Frank Burnett, PACES - Dr. Richard Malnati,
NARACES - Dr. Judith Scott

There needs to be an emphasis on "follow-up" of support within the community for graduates employed there. Of course, much of the training given should take place "on location" within the community, so that attitudes, abilities, and relationships can grow and be appropriate for the setting. Most of us are located in the city. Can the power behind changes be sustained, unless we focus on supporting the individuals who are out working in the community alone?

We do good things and can communicate face-to-face, but we must develop as a professional body that can influence decision makers. We need to be aware of public relations. The clients we deal with are not in a position to explain how effective we are. We must become more conscious of communicating our program to other kinds of people. How can the National Organization use its communications channels to tell people what has happened in this Center-Satellite Program? There has been some informal filtration of new ways of training, of impact systems, in the professional organizations. In what ways can APGA, PACES, NARCES and other professional organizations be an outlet for sharing what has been learned so that others may try also?

Field Sites: Black Studies, Dr. Vernell Lillie
Mars Area High School, Mr. James Duerr

The evaluation of the project need not be measured by top changes in institutions alone. The kind of change that should not be ignored is that which happens on a one-to-one level in the farther reaches of the institution that no one reports. As a training model we can often use energy better for human development on a personal level. Meeting a teacher and modeling for her an interaction with the class may serve her needs more than an official program that does not touch her. Look at the foot soldiers as well as the officers when you are considering the question of success in implementing change.

We must pay attention to the people we are dealing with at the field site and at the University -- formally or informally, someone who has "political" power and know-how must relate to school administrators, teachers, counselors, and the "Board". We need a person who knows his way around the district and believes in what we are doing, who can deal with all kinds of people at different levels with different titles.

Summary

Underlying the projects were many values, some of which were foreign to academia, or which had little influence there. Especially significant was valuing commitment to students over commitment to professional or institutional structures, valuing processes over products, valuing ambiguity rather than finality, and valuing that which has been learned through life experience rather than valuing only formal course experiences which can be validated by transcripts.

A significant project mode was the provision for differential learning styles rather than the traditional assumption of uniform learning style. The projects introduced such innovative features as cooperative admissions, community in-put, and field based learning. To what extent do these values still exert influence?

These values indeed continue to exert an influence on the academic community and on society at large. Witness the growth of the Humanistic Education Movement, the development of institutional tangents like the University without walls and others, the acceptance of the Free Learning Environment by some public schools, and the increasing emphasis on counseling the student with his personal needs, as a whole person, rather than solely as an academic performer. People in all settings in the community have been and are continuing to be influenced by those who experience and therefore know that there is more to learning than the classroom, grades, and cognition. There has begun a willingness to use a developmental approach, creating within the framework a way to meet student and community needs before a breakdown occurs.

There are some who anticipate an ultimate return to the "traditional" approach in academia, but it seems likely that at least some small but growing body of changes will continue to happen; we have after all, changed quite a bit since Dickens wrote about a Child's Life in England. The Northeastern EPDA/PPS Center-Satellite Project was a step in the direction of bettering the quality of education for minorities, majorities; indeed, for all people in the system.

3. The Doctoral Program at the University of Pittsburgh's Counselor Education Program: History, Description and Analysis in Terms of Value Categories

Donald A. McMurray, Ph.D

The University of Pittsburgh has been training counselors for over thirty years. From its inception until 1962, the counselor training program was the responsibility of the Department of Secondary Education. In 1962, the Department of Counselor Education was established as a separate graduate program. (Program Description, 1971, p. 28).

Since the beginning of the Counselor Education Program the emphasis has been on the development of the Masters of Education Degree. When a few students had completed the Masters Degree, they were retained as graduate assistants to help train incoming Masters Degree students. Thus, a need for an advanced degree program was felt. The response to this need was to create a Doctoral Program in Counselor Education. The Doctoral Program began in the school year 1964-65, with an enrollment of ten (10) students. This had grown to an enrollment of one hundred-seventy beginning and continuing students (170) in 1972-73. This growth was greatly aided by federal support (financial) for doctoral students (Program Description, 1971, p. 38).

Since the Masters Program was the established training program in the department, and the Doctoral Program was developed in response to student needs (rather than by design), the latter program became an expansion of the basic rationale of the former program.

This is not to imply that the developed Doctoral Program is not an entity in its own right. Rather, it recognizes the fact that many of the characteristics present in the program may also be found in the Masters Program.

Description of the Training Design

The purpose of this section is to describe carefully the design of the Doctoral Program in Counselor Education. To facilitate understanding of the total program, the data will be presented in three segments: Rationale, Theoretical Conceptualization, and Implementation. The first section will explain the basic assumptions behind the program; the second will delineate the theoretical constructs of the training design; and the third, which is divided into two sections, will describe the characteristics of the program and provide a policy sciences perspective of the implemented program.

Rationale

The Doctoral Program was developed from a number of basic assumptions concerning training. Since the rationale of the program was never explicitly recorded in any official or non-official documents, the writer gleaned eight basic assumption statements from a variety of sources (College of Education Bulletin, 1974, NCATE Report, 1973, Impact Report, 1968, and Interviews with past and present faculty and administrative members) and presented them to the present faculty for their reactions. The participants were asked to either "agree" or "disagree" with the stated assumption and to add any additional basic assumption statements to the already existing eight.

The eight basic assumptions and an explanation of each follow:

1. The basic rationale of the Doctoral Program is an expansion of the rationale of the Masters Program in Counselor Education at the University of Pittsburgh. This assumption stems from the awareness that the Masters Program developed in the Counselor Education Department, and the Doctoral Program evolved out of the learning context of the Masters Program. Of the 72 percent of the faculty members who responded, all except one, (90%) agreed with this basic assumption. The reservation suggested by the one dissenting faculty member was that there is an assumption also that the beginning doctoral student has experienced and assimilated many of the personal development experiences (i.e., group process, pre-practicum, experientially oriented course work, etc.) of the Masters Program. Therefore, the emphasis of the Doctoral Program leans toward expanding and strengthening professional development, particularly in the areas of content, writing, analytic skills, and practical research. A second faculty member, though supporting the basic assumption, suggested the same idea (i.e., that there is more emphasis on theoretical constructs, e.g., knowledge, writing, theorizing, etc., at the Doctoral level than with Master students).

2. The person is a learner; the learner is a person (Impact, 1968, p. 4). All of the faculty agreed with this assumption. The statement implies that a training program should focus on developing the "total"

person. The simple acquisition of knowledge and skills is not sufficient to make one a professional in the helping professions; the personal development of the student must also be engaged in the process. Both parts of a participant (person - learner) must be engaged, intensified, and extended by the training program that seeks to develop a "professional" fully (Curl, 1974, p. 43).

3. Individuals learn at different rates. The assumption is that individuals enter the program at different educational "places" and move through the program at different rates of speed. Therefore, a training program must design means of working with individual differences, and provide the necessary flexibility to accommodate them. One hundred percent of the responding faculty "agreed" with this statement. One faculty member, in support of this issue, raised the pertinent question: Because some students have demonstrated competencies outside of this department - prior to coming to it. or upon leaving it - which has an effect on their program; how much acquired experience counts as Doctoral competency?

4. Learning is a developmental process. Closely aligned with the preceding assumption, this statement suggests that learning experiences are temporal and therefore can be sequentially planned. All of the responding faculty agreed with this assumption.

5. A group process is a vehicle for development (Impact, 1968, p. 4). This statement suggests that the planned use of groups and groupings can greatly enhance the development of a person at both the personal and professional levels (Curl, 1974, p. 44). All of the faculty accepted this assumption. Many of the learning experiences in the training program are, therefore, structured in groups of varying sizes to facilitate different intents of personal - professional development. The purpose seemed to be to create an environment of varying closeness and openness where participants could experience themselves in relation to others, the content and the process. One faculty member suggested that the changing focus of groups and groupings within the programs were for the purpose of creating ambiguity which would force the learner to identify the self as the source of meaning and power.

6. Supervision is a developmental process (Impact, 1968, p. 4). The assumption is that supervision is not an isolated activity directed solely toward developing counseling skills in a person. Supervision has both an extensive and intensive developmental focus, thereby moving a student from where he is when he enters the program to where he should be as a competent professional. All of the faculty agreed with this assumption.

7. Interdisciplinary learning is part of developing the total person. The underlying premise is that personal and professional development in the helping professions are enhanced by an interdisciplinary

approach. Again the emphasis is on the development of the "total" person. Therefore, other disciplines (e.g., Psychology, Anthropology, Sociology, Child Development, Social Work, Business, etc.) can offer significant contributions to the preparation of a well rounded individual. One hundred percent of the responding faculty considered this statement to be correct.

8. Program planning and organization is a developmental milieu in the context of training. (Impact, 1968, p. 4). The assumption is that because program planning is an important part of training, it should be flexible and responsive to the need of the learner. There is also an assumption that learning is enhanced in a training program which allows the student to assume much of the responsibility for his own learning (Curl, 1974, p. 45). The total responding faculty accepted this assumption.

A few of the associated comments by faculty members suggest that not only is program planning a developmental environment for learning, but that as it develops within the total context of training it also enhances that training process. One faculty member indicated that the continuous program development atmosphere contributes to the possibility of faculty and students becoming colleagues in assessing, building and participating in the development of that program.

A different perspective, contributed by one of the faculty members, is expressed in terms of the "minnow theory" of staff development. This theory suggests that if all faculty swim the same pattern, then someone (the student) will get the message, even if s/he cannot understand it.

The eight basic assumptions, plus the commentary, suggest that the program emphasizes a move away from traditional models of education. As one faculty member noted, the assumptions indicate that meaningful education lies in reversing, or at least changing, the traditional educational emphasis, i.e., more focus on process and experiential learning and less on the strictly content oriented program. These eight basic assumptions, then, form the basis for the theoretical conceptualization of a different view of a training program.

In order to further the understanding of the training design, the theoretical conceptualization of the program will be delineated in the following section. A global perspective of the system will be presented along with a view of the internal functioning of this program. Both perspectives are directed toward understanding the person's interaction with the system.

Theoretical Conceptualization

The conceptualization of the Doctoral Program in Counselor Education can best be understood if it is presented from two different perspectives. The first perspective will be a global picture from the nanagement point of view. A question which would help focus on this perspective might be: What are the processes and conditions which must be controlled in order to design a program of one's own making? The second perspective is that of the internal functioning of the department. The questions which would help focus on this perspective might be: Given an autonomous environment, how can the various internal elements, processes, and conditions be combined to maximize the basic assumption (the person is a learner - the learner is a person) about training a counselor?

A Global Prespective

According to Dr. Guthrie, the first chairperson of the Doctoral Program, the most critical conditions that must be controlled by the department are time, territory, and boundary maintenance (Interview, 1974). Time is described as a commitment by faculty and student to a one, two, or three year program. Territory (space) refers to degrees of isolation between the department and the rest of the University. It also refers to the need for an intact, or "in house", program where students stay within the department for their learning experiences as much as possible and outside faculty, lecturers, consultants, etc. are brought in. The exception to this is when a student leaves the department to complete an expanded major. Boundary maintenance refers to the process of maintaining one's own time and space once they have been acquired. This is a process of warding off encroachment of other systems, thereby maintaining the identity and autonomy of the primary system. Guthrie characterized this process in terms of political negotiation - of changing of external rituals. One must be aware of what the external systems need in order for them to function. This, then, becomes the data that one provides. The objective is to maintain one's system's autonomy, and not to be absorbed into the external rituals of the other system. Therefore, what takes place is that one model (or system) is constantly confronting the other, and the confrontations are handled by political negotiation.

Dr. Ruch, the second chairperson of the Department, also verbalized the importance of boundary maintainers (Interview, 1974). He stated that the chairperson's role is that of ... "keeping the greater superstructure off the actor's backs." The more open the primary system is toward the larger system, the more dissipated are its effects on the participants. It loses the intensity it has as an autonomous system. So, he viewed his role as that of a "broker (of) the system," maintaining the necessary boundaries to insure the autonomy of the system and actors.

Once the time, space, and boundaries are established, the program has the necessary potency to design inductively its own environment;

(the participants within the system function around the different processes, such as, reward systems, norms, decision making, etc.). The participants can now organize, reorganize, make decisions, and design patterns of curriculum and comminication that best fit their needs.

In summary, the administrators gain control of the program's time, space, and boundaries and allow the elements (the faculty, students, and content) to organize, reorganize and manipulate their own processes to maximize the learning outcomes. With this understanding of the global perspective of the system, it is time to explore the internal functioning of the autonomous system.

Internal Functioning

The second perspective, that of the internal functioning of the department, can best be explained by describing some of the basic conceptual structures within the program. Guthrie (Interview, 1974) had stated that once time and space were accounted for, then the participants in the autonomous system could inductively design their own environment. This could be done by the manipulation of their components of a system - elements, processes, and conditions. (These three interactive components of a system were borrowed from the writings of Charles P. Loomis (1960), a sociologist under whom Dr. Guthrie studied at Michigan State University.)

The elements in a system are the substantive components of the system (people, courses, things, etc.) The processes are the ways the elements are related to one another, or the ways they interact (groups, seminars, lectures, etc.). The conditions are the requirements of territory (space), time, and size. (These three components are obviously paralleled between systems and internal to any singular system.) Loomis adds clarity to this point when he writes:

> The elements and processes constitute the working components, the parts and articulating functions of the social system.... (these) components...constitute the central core of social structure. (But)... both space and time are to a certain extent utilized as systems attributes, as facilities, but they are never completely controlled by the system's members and are, therefore, arbitrarily classified as conditions (Loomis, 1960, p. 37).

The internal processes are therefore subject to conditions which can never be completely controlled. Dr. Guthrie agrees with this view with one reservation. He maintains that the degree to which space and time are established and controlled by a system is the degree to which that system also has control of the elements and processes. Consequently, the degree to which the Counselor Education Department controls

the time commitment of staff and students, and the degree to which it establishe and maintains spatial autonomy, influences the degree of control (i.e. flexibility, manipulation, organizational ability) the participants have over their interactions (elements and processes). This means that since the Counselor Education Department had established a major degree of autonomy (control of time, space, and boundary maintenance), the participants could organize and reorganize the internal elements, processes and conditions in any manner they wanted, in an attempt to obtain the results they desired.

Guthrie provided a schematic explanation of this system in the Impact Report, (1968). The components of the social system are presented in summary form in the following outline (Impact, 1968, p. 10).

FIGURE I

SOCIAL SYSTEMS

Elements		Manifestations
	Content	Content
	Participants	
Processes		
	Seminar	Materials
	Group	Faculty
	Supervision	Students
Conditions		
	Time	Extension
	Space	Intensity

Figure I suggests, not only a interrelatedness of the three components, but also a hierarchial direction of systemic movement. Conditions set the ground-work or environment upon which or within which, processes can be developed to give the elements a meaning and direction. Therefore, to develop a training program in which the processes work to insure the achievement of any value demands, requires the greatest possible utilization of that system's ability to control the conditions. Guthrie states this more succinctly when he writes:

> Critical then, to (the)...design of...a full training program, is the primacy of establishment of conditions within which processes are facilitated and into which elements are placed. Elements have meaning only within processes and processes develop only under conditions. If these relationships are not congruous, if elements, processes and conditions take on meaning apart from each other, the structure of the program will be essentially changed and new premises will have to be developed as program rationale. (Impact, 1968, pp. 13-14).

The discussion, thus far, has been focused on explaining the necessary components in a social system and how they interrelate. One element which needs to be developed further is the function of the participants in this system. The question, "How does one learn, or develop, within the framework of this system?" arises. Guthrie views learning or development ..."as a complex series of process affecting the whole person" (Impact, 1968, p. 9). He asserts that a system must engage the learner at a number of different levels of functioning, if the possibility of maximum learning is to take place. The various levels of functiong at which a program must engage a participant during training are outlined in Figure II.

FIGURE II

PERSON

Behavior Systems	Type of Engagement
Sensory	Observing
Motor	Doing
Verbal	Saying
Process Systems	
Cognitive	Thinking - Understanding
Affective	Feeling - Attitude
Experience	Being - Becoming

(Impact, 1968, p. 9)

The left column indicates three levels of functioning - behavior, process and experience. The right column correlates each level of functioning with the activity which engages that level of functioning. Guthrie suggests that, in order to employ this hierarchy system in a training program, it is necessary to establish experiences, within the program, which will force the person to work or process these events through his behavioral system (Impact, 1968, p. 13). The underlying assumption is that learning, or development, takes place by an upward movement through the levels of functioning (Figure II). The participant experiences an event. This experience is processed cognitively and affectively, thus manifesting itself in a form of behavior. The developed person, then, has reached a degree of functioning where these three levels are well integrated and functioning simultaneously, with the resulting behavior representing the integration of these functions (Curl, 1974, p. 44). Guthrie summarizes this when he writes:

> The end result, the complete system facilitating the fully functioning person would enable the person to be and become and to so extend his being through his feelings and meanings that his behavior expresses what he is and is becoming (Impact, 1968, p. 13).

How does the total system help a person express what he is and is becoming? The scheme of the training program has three components: elements, processes, and conditions. Similarly, the scheme of the person has three components: behavior; process; and experience. This section will explain the combining of the two outlines in order to sharpen the focus on the relationship of elements to behavior, processes to processes, and conditions to experiences in a total conceptual design, thus showing how the system helps the person.

The program is designed to provide a learning environment within which the participants can observe, do, say, think, feel, live, and become whatever they desire. The following design combines the two schemata - the person and the social system - in order to show the parallelism at each level.

FIGURE III

PERSON AND SOCIAL SYSTEM

Person	Relations and Interactions		Social System
Behavior			**Elements**
Sensory	Observe	Lectures	Content
Motor	Do	Books	Materials
Verbal	Say	Leaders	Faculty
		Supervisors	Students
Processes			**Processes**
Understand	Think	Discussion	Seminars
Attitude	Feel	Interpersonal Learning	Group Process
		Application of Learning	Supervisory Process
		Personal Learning	Counseling Process
Experience			**Conditions**
Be	Extend		Time
Become	Intensify		Space

(Impact, 1968, p. 9)

Figure III illustrates that the person and the system interact and relate at parallel levels of functioning. The key, then, to facilitating learning in the person is the relationship and interaction between the

levels of the person and those of the system. The focus becomes the middle part of the design, the Relation and Interaction. Dr. Guthrie emphasizes this point by stating:

> Thus (in any program) the attempt is to create relationships and interactions that will facilitate an emphasis in function upon interpersonal processes. The person and his levels of function and the system and its levels of function are drawn out beyond their own internal structures and mutually brought together within a process of interpersonal function and responsibility (Impact, 1968, p. 11).

The emphasis of training, therefore, is not on either the person or the system, but on movement outward from both. This movement is accomplished by facilitating the interpersonal processes that serve on the one hand to elicit an experience in the person, and on the other, to allow that experience to extend or intensify itself through a manifest behavior. Perhaps Guthrie states this concept best when he writes:

> ...most (programs) do not depend heavily upon or move directly to engage the intra-personal systems. Neither do they establish as primary a social system structure upon which they heavily depend or from which they ususally function. Rather, they encourage movement outward from person and system by facilitating processes which bring together persons as learners and learners as persons in such a way that they engage fully in cognitive-affective process development under a set of conditions in which each person can be and become, extend and intensify his learning and his person (Impact, 1968, pp. 11-12).

To summarize the above, the conceptual design of the Doctoral Program in Counselor Education is the explanation of the relationship and interaction of the behavior, processes and experiences of the participant and of the elements, processes and conditions of the system. In other words, the training program was designed around:

1) elements that would stimulate and engage participants behavior systems which in turn would elicit engagement of their cognitive-affective systems creating energy for

2) process sessions intended to facilitate shared thinking and feeling that would lead to under-

standing and open attitude
that would encourage participants to extend themselves and intensify their involvement with themselves and others so that under the

3) conditions provided they could experience a mode of being, living and becoming with themselves and each other (Impact, 1968, pp. 12-13).

When the person experiences an event in the system, and can be or become, he gets extended back through his feelings and meanings into a behavioral expression of what he is and is becoming. The program, then, operates to move down the levels of functioning to engage the basic experiences of the person and then back up to a manifestation of this experience in behavior (Curl, 1974, p. 47).

This discussion has explicated the major component of the training program design; i.e., the system, the person, and the relationship and interaction of each. The extension and intensification of the learner constitutes the primary objective of the training method. To show how this conceptual design operates, an examination was made of the documents pertinent to the program (e.g. Plan of Operation paper, technical reports, College of Education Bulletin, NCATE Report, personal files of chairpersons, TTT Report, etc.), plus audio-taped interviews with the administrators and faculty members who worked in the department.

The interviews were conducted with faculty members and administrators who were present at the inception of the program and remained in the department for not less than three years. All of the interviews were conducted in person or by telephone, depending on the location of the interviewee.

The interview consisted of five questions which were developed from the social process map of Policy Sciences. The focus was on eliciting the interviewees' perspective concerning: 1) The immediate results a graduate would gain having completed the program (coutcomes); 2) the long range results (effects); 3) the methods and techniques employed i- the program to bring about the desired outcomes and effects (strategies); 4) the use of time and space (situation); and 5) an appraisal of the program.

The following section will discuss the implementation of the conceptualization from two perspectives. First the basic characteristic of the program will be presented. Then the interaction of the participants will be examined through the Policy Sciences framework of social process.

Implementation

This section will attempt to identify and articulate many of the issues and unique aspects of the training during the history of the program. In addition, the second part of this section will explain the social process of the program by describing the interaction of the participants of the program in their attempt to maximize educational effects. The present task is to illuminate the many characteristics of the training design in order to gain a more through understanding of the uniqueness of the training program.

Recruitment and Selection

The recruitment and selection of participants for the program is viewed as a critical function. The selection of students is approached from a clinical perspective, recognizing that there is no one "best" predictor of counselor success. Although a number of criteria are used (e.g., Quality Point Average, Miller Analogies Test Score, Letters of Recommendation, Prior Experiences, etc.) the key component of the procedures is the group interview. Whenever possible applicants are requested to come to the campus to participate in a two hour group interview. Usually there are eight to ten applicants and two faculty members (or one faculty member and one graduate assistant) at the interview. The format of the group interview is varied from year to year. Sometimes it is totally unstructured; and at other times it is partially structured and partially unstructured.

The assumption underlying this admissions procedure is that an "ideal" admissions procedure should reflect the nature of the training program. This allows an applicant going through the selection process to gain some sense of what the program would be like. It also allows the interviewers to observe the applicant functioning in an environment resembling that of the program.

Since not all applicants can attend a group session, arrangements are made for individual interviews by one or more faculty members in person or by telephone. Another process is used for "inhouse" admissions, i.e., admission of those students who are at the time in the Masters Degree Program and applying to the Doctoral Program. Those applicants are admitted by some form of total faculty response (vote, consensus, single faculty support, etc.). It should be noted that those students had previously been admitted to the Masters Porgram by a similar admissions process.

The major criterion for admission into the program is clinical judgment by one or more faculty members. Although paper credentials are considered, there are no cut-off points (beyond those established by the University) definitely adhered to, so that an assessment of the applicant's potential as a counselor and of his receptivity of this type of training is critical in an admissions decision (Curl, 1974, p. 55). These procedures, it is believed, lead to the selection of a different kind of educational personnal; i.e., one who is a risk-taker, independent, creative, and interested in a blend of content with interpersonal process.

Another critical factor in the selection process is the belief that students are potent resource personnel. They represent different areas, have unique past experiences, and have individual ways of responding to, interacting with, and influencing the processes of the program. Thus, students are encouraged to take the active role in designing their educational future by serving as active resource persons in the total process. Farson suggests, "Students can be good for each other, but somehow we have blinded ourselves to this fact and as a result we are neglecting our most potent resource for change" (Impact, 1968, p. 48). The Doctoral Program is designed to make use of this very important educational element.

Staff as well as students, are carefully recruited and selected (Faculty Interview, 1974). In the selection of staff, the objective seems to be to achieve both homogeneity and heterogeneity. Homogeneity in relation to competence and commitment to the processes of the program, and heterogeneity in terms of teaching and supervisory styles, counseling orientation, philosophical outlook, areas of special competence, and ways of relating to students. To maximize the effect of this heterogeneity all faculty members serve as advisors to the students and participate in the decision making processes of the program.

Program Sequence - The Doctoral Program

The Doctoral Program follows a general pattern of three stages. First, a diagnostic phase. In spite of the careful selection and admissions procedure, the total faculty has had little experience with a new group of participants upon which to build a meaningful training program. Therefore, the first eight to ten weeks of training have become a diagnostic phase. Curricular experiences are almost totally prescriptive, and common input charaterizes the program. In approximately two months the faculty and students have interacted in enough situations and around enough content and issues for useful descriptive and appraisal statements about students, their learning modes and competencies to be made. Therefore, the program moves into its second stage.

The second stage, an individualized learning phase, is characterized by students learning in many different situations (seminars, independent study, groups, etc.) which are deemed necessary and appropriate by both the student and the faculty. This phase is an attempt to respond to individual needs, learning styles, rates of learning, and preferred outcomes (both programmatic and individual). Then, as students gain experience through interacting within the program and in outside settings, the program moves into its third stage.

During the third stage, the majority of work is often done external to the program. The student, at this time, is able to conceptualize and apply skills and learnings on his/her own. This phase is characterized by students completing their selected areas of competency and the extended or expanded majors, and beginning to work on a dissertation topic. Most

of the work is highly individualized, and the programmatic response is to provide means for students to complete their areas of stated competency.

The notion of phases is a developmental one, not linked to specific periods of time. In fact, in the program's most idealized form, different students would be in different phases at the same time. The ability of the program to respond to such differences is the hallmark of an individualized training program.

Structures

A number of structural arrangements have been designed and operate in the training program. Each is briefly identified and described. In terms of the conceptual framework of the design, these structures are known as elements.

1. Core faculty. The Doctoral Program has a core faculty of four to six members who serve the function of providing a base for programmatic planning and continuity. This is not to suggest that other faculty members do not play a part in the program, for in the course of two or more years each student has some contact with all the faculty, and the total faculty shares in planning the program.

2. Double practicum. A double practicum arrangement is used to train students in a number of specific interventions in the training program. The essence, of the "double practica" is the unique relationship between faculty, Doctoral students and Masters Degree students. The Doctoral student engages in training activities with Masters students. The faculty supervise the Doctoral students' activities. "Double practica" are developed in supervision, counseling, group work, teaching and program management. In all of these areas the personal and clinical experiences are built in some support base. These take many forms: planning sessions, analytic evaluations, feedback sessions, sessions designed to build up research and theoretical backgrounds, or seminars designed to support competencies in various areas.

3. Advisors. In order to provide the student with personal support and a direct link with the program, an advisor is selected by each student from among the total faculty. The advisor is usually selected during the second stage of the program, and this relationship is maintained until the student completes the program.

4. Competency committees. In order to assist the doctoral students in the individualization phase of their program a committee of three (advisor and two other faculty members) was developed. The committees'responsibility is to work with the student in the design of his/her Doctorate Program and to monitor the participant's progress in meeting the conditions of the design. Once the designed document is approved by the three member committees, it is submitted to the total faculty for approval.

5. Field placement. In order to provide the students with a pragmatic arena in which to demonstrate their skills, the program arranges for a variety of learning situations throughout the community (i.e., schools, mental health centers, drug abuse centers, etc.). Students usually select a specific field site (to coincide with the goals of their individualized program) for a year. Each site is supervised by a faculty member and for doctoral students it is often used as the arena for the double practicum learning situations.

Processes

According to Loomis, the processes of a social system are the way various elements in a system interact, or relate to one another (1960, p. 6). The Programs in Counselor Education were constantly seeking new ways of expanding the processes applicable to training students. Therefore, the history of the program is one of manipulating old and new processes in some different way, in an attempt to improve counselor training. What follows are process issues that have emerged from the experiences of developing a program over a period of seven to eight years. The means selected to explicate these processes are, to discuss first the implicit processes existing in the program, and then the more explicit processes. There will, of course, be some overlap between the two sets of processes, as well as between several of the structural qualities just mentioned and their dynamics, or process qualities, mentioned here.

Implicit Processes

Much of what a student learns from an educational program occurs implicitly or sometimes even covertly. As Hallbert, (1971), suggests, the "silent curriculum" of any program is a powerful medium for learning. Horgan, (1971), underscores this same theme when he discusses the importance of being aware of the "incidental learning" that takes place in supervision, or for that matter, in any curriculum. Several of the implicit processes in the training program included:

1. Deductive verses inductive inquiry. The program provides learning situations which allow a student to experience both logic systems. There is an assumption made within the department that much of the students'prior educational experience has relied heavily on a deductive mode of learning (except in the case of doctoral students who received Masters Degrees from this department). Therefore, early and extensive attention is focused on inductive, self discovery modes of learning. This inductive mode, of course, is applied more readily to certain content areas (Counseling, Group, Supervision, etc.) then to others (Social Systems, Program Development, etc.).

2. Experiential learning. Paralleling the inductive approach to learning is a strong emphasis on experiential learning. Students are given many opportunities and situations where they could experience cog-

nitive and affective processes first hand. From this basis and reference, descriptive, conceptual, analytic and synthetic understandings are developed. Attempts are made to use the students' prior experiences, those of other students, and those of the faculty and staff, along with the present experiences, to articulate and expand the experiential bases for learning.

3. Intensification and extensification. It was suggested in an earlier section that the intent of the training program was not to focus solely on either the person or the system, but to incorporate both by focusing on an individual's interpersonal processes. This focus would elicit in the person an experience that could then be extended or intensified through some manifest behavior within the system (Impact, 1968, p. 11-12). An individual's program is intensified through involvement in specifically found projects or through participation in specifically constructed groupings. It is extended by programmatic creation of curricular options, activities, electives, etc. A participant's program can be intensified or extended at any given period of time, as learning styles dictate or as training or personal needs arise..

4. Individualization. Possibly the dominant implicit process within the program is the attempt to provide an individualized program for each student. Within a framework of general competencies, deemed necessary and appropriate by the core faculty, the individualization process suggests programmatic responses to individual students, (i.e., their learning styles, rates, and outcomes). It is conceivable, within a program of this nature, that each student could have a totally unique sequence and range of learning activities, with different ways of demonstrating professional competency, after the initial stage of the program.

5. Sequence and pacing. Sequencing (ordering of content presentation) and pacing (rate of learning experiences) are important process dimensions. Individual schedules are adjusted to respond to these two variables; consequently, many programmatic development decisions are based on these variables.

6. Personal and professional development. The training program holds that the development of the self and the self as a professional are dual training processes. The program encourages such processes as encountering, dialoguing, and becoming, as well as, teaching practice, supervision, and theory development. There is a complimentary mingling of the processes of personal development with the processes of content mastery. The assumption seems to be that the process of becoming a professional involves development of self, as much as acquisition of professional skills, theories or techniques. As Guthrie suggests: "The person is a learner, the learner is a person." (Impact, 1968, p. 4).

Explicit Processes

Most of the implicit processes within the program were made evident through the following processes:

1. Staffing. (Excerpts from staffings have been videotaped as part of this project.). The staffing process can be considered the corner stone of the program. This process involves the evaluation of students and of faculty contributions. The results of the evaluation process then became the content upon which a new program sequence is developed. The entire process was explained with the following description by Ruch:

> The process of evaluation of individual trainees' development up to and including assessment of competency was called staffing. It was a three phase, cyclic process involving student and faculty input, along with program content and response. It is predicated on the assumption that student groupings, faculty assignments and program content are periodically negotiable at the same time. The temporal nature of this process can not be underestimated. When faculty assignments and program content are deductively and a priori determined, and individualized program is impossible.
>
> About every eight (to ten) weeks the program would stop and a few days to a week would be spent on staffing and program building. The staffing process starts with student-advisor description and assessment of the prior periods work. This data was discussed, validated, and expanded in a meeting with the faculty whom the student had worked with during the previous period. In general, this assessment included data from three perspectives; personal, professional and situational/social. It permitted the use of subjective or experiential data along with situational, objective or social data. While the mode was clinical the focus was on integrating all data from all sources (multisource) in both assessing student progress and building student programs. In collaboration, a new plan of study would be developed with reference to pacing and sequencing, intensification and/or extensification in given areas, personal and/or professional development needs, and reference to the student's learning style. Suggestions or prescriptions as to faculty and their teaching modes would be made along with required, selective or elective content goals. The advisor would take the data to the core faculty who would synthesize the input across the

> program and develop necessary classes, supervision or other activities. Advisors would schedule advisees into sections or groups and the program would operate for the next eight weeks. The staffing process provided the primary vehicle for assessment of student progress, faculty contribution and content goals. It was the critical link between student, faculty and content. (TTT, 1974, pp. 58-59).

The staffing process also serves as a vehicle for combining and coordinating the interpersonal processes of the student and the complementary systemic processes. A schematic representation of the staffing process is presented in Figure IV.

FIGURE IV.

THE STAFFING MODEL

Instructional Program (8-10 weeks)		Staffing (1 week)		Instructional Program (8-10 weeks)
Student Schedules	PROVIDES	Student-Faculty Faculty-Student Input-Feedback Assessment Around Student Progress (Rate, Sequence, Emphasis, Content, etc.) Faculty Contributions (Instructional Mode, etc.) Curricular Content (Emphasis, Intensity, etc.)	PROCEDURES	New Student Schedules
Faculty Assignments				New Faculty Assignments
Curricular Emphasis				New Curricular Emphasis

(TTT, 1974, p. 60)

2. Advisement. Critical to the success of the staffing process is the process of advisement (the relationship between the advisor and the student). Advisement is generally a program-long commitment which serves as a link for the student with the program and provides a means of personal support for the student. This relationship is characterized by an exchange around personal and professional issues which necessitates a significant expenditure of time and energy from both the faculty member and the student.

3. Contracting. In the later history of the Doctoral Program (with the advent of competency statements), the development of a learning contract between student and faculty to accomplish specific learning outcomes became a potent process for individualizing a student's program. These contracts are developed in response to student goals, advisement processes, and staffings outcomes. They are sanctioned by a competency committee and the total faculty.

4. Practicum and double practicum. The double practicum arrangement, outlined structurally above, in addition to regular practica, is another process for both extending and intensifying a student's program. These models provide the student with clinical experiences and much pragmatic training experience.

5. Supervision. Intense, multi-varied modes of supervision are employed throughout the program. This process provides both the personal and professional development of each student. The supervisory process follows two prior complementary processes - placement in a field setting, and double practicum. Both were useful in establishing a supervisory relationship, which is itself characterized by a developmental process, (e.g,, sequential, overtime, involving both differential and integrative phases).

6. Grouping. The program design involves a variety of instructional groups as training processes. Practicum groups involve four to seven participants and allow intensive group and individual interaction around content and supervisory activities. Process groups consist of eight to twelve enrollees each, and provide for close personal interaction, the working through of concepts and attitudes, and intensive application and feedback. Seminar-discussion groups are generally a little larger, consisting of ten to twenty participants, and are used primarily for discussion and seminar activities. Instructional groups consist of thirty to forty or more students, and are used for lectures, demonstrations and audio-visual instructions.

These groups can be designed around content topics, field needs, or personal and professional issues. The assignment of participants to groups can be prescriptive, self selective (choice among alternatives) or elective (option to enroll or not). Prescriptive assignments can be made from content or personal variables. These personal variables can include such elements as heterogeneity, random or complimentary learning styles, faculty choice, or site needs.

7. Instructional modes. The groupings discussed above refer to those processes of building student instructional collective, while the topic of instructional modes refers to the general faculty mode of intervention. The three general modes of instruction used in the program are succinctly described by Ruch:

a. Objective-cognitive-theory/conceptual.
The general model of faculty intervention was

geared to the attainment of cognitive outcomes at either an awareness or understanding level.

b. subjective-affective-experiential. The general mode of faculty intervention was geared to the attainment of cognitive or personal, experiential outcomes.

c. applicative, skill development-professional. The general mode of intervention was geared toward the attainment of specific skills or the completion of certain professional experiences. (TTT, 1974, p. 62).

8. Milieu or psychological community. A number of faculty members used the terms, "Gestalt Concept", "Total Impact Program", or "Integrative Environment" when describing the training program. What they seemed to be alluding to was a program gestalt, or totally integrative program strategy, which produced an overall process that had a marked effect on the development of the student. By removing the constraints to process development and providing personal supports, the program creates an atmosphere of "community", or "family" as a training milieu. This environment, then, has an evaluative and developmental dimension in its own right.

9. Grades and grading. The history of the program concerning the topic of grades has been one of attempting to bring this issue in line with the philosophy of the department. As the program matured there was an attempt of eliminate, or at least minimize, the competetive influences of grades, while retaining the positive effects of feedback, evaluation, and program response. For the most part, the staffing process is utilized to facilitate these latter, desired processes.

A number of strategies have been employed to deal with the external, and sometimes internal, demands for grades. Major among these was the advent of block scheduling, (i.e., sixteen credits per term of course work). Students received letter grades of either P (Pass) or I (Incomplete) at the end of each term. This decision was based on the information gathered through the staffing process and sanctioned by the core faculty.

If necessary, and at a student's request, a QPA (Quality Point Average) could be determined and posted on a student's final record. The QPA was decided by a total faculty agreement, and was consistant with the level of achievement of the student, as determined through staffings and faculty processes.

Grading thus became another means of adding flexibility to the program. It allowed students to progress at their own pace and also to maximize the flexibility of program building.

Another means of individual program eveluation developed with the requirement that each student submit a plan-of-study (i.e., competency contracts). These competency statements included: 1) a descriptive statement of the competency to be gained; 2) a description of the activities the student will engage in to demonstrate this competency; and 3) the process and criteria by which the competency will be evaluated. The fulfillment of these contracts constituted completion of the Doctoral course work for the student and the department.

Contract Areas

Subject matter, along with people, represents the primary element in a social system. Study in each content area is planned in a developmental sequence. Each area of work is structured on a continuum from entry level introductory experiences through comprehensive Doctoral level experiences. Each trainee is encouraged to progress through the various areas of his own rate of development.

In the fall of each year, students beginning the program are scheduled for introductory work in each area of the program. As mentioned above, all participants are block scheduled to allow for small sections, designated group composition, sequential planning of curricular experiences, and flexible assignment of faculty and students.

The curricular areas of approximate time required in each area is presented in Figure V. (Note: the time is a minimum time necessary. In reality most students need more time in order to attain the agreed upon degree of competency.)

FIGURE V

DOCTORATE IN COUNSELOR EDUCATION

(Curriculum - Time)

Curriculum	Time
Minimum Competency in Counseling (Theory and Practice) Social Systems (Theory) Group Work (Theory and Practice)	1 Term
Specialized Competency (in two of five areas) Counseling Social Systems Group Work Supervision Counselor Education/Program Development	2 Terms

Expanded Major (15-18 post M.Ed. (credits)	1 Term
Research - dissertation and supporting competencies in Methodology (9-11 credits and dissertation).	2 Terms
	6 Terms

(NCATE, 1973, p. 40).

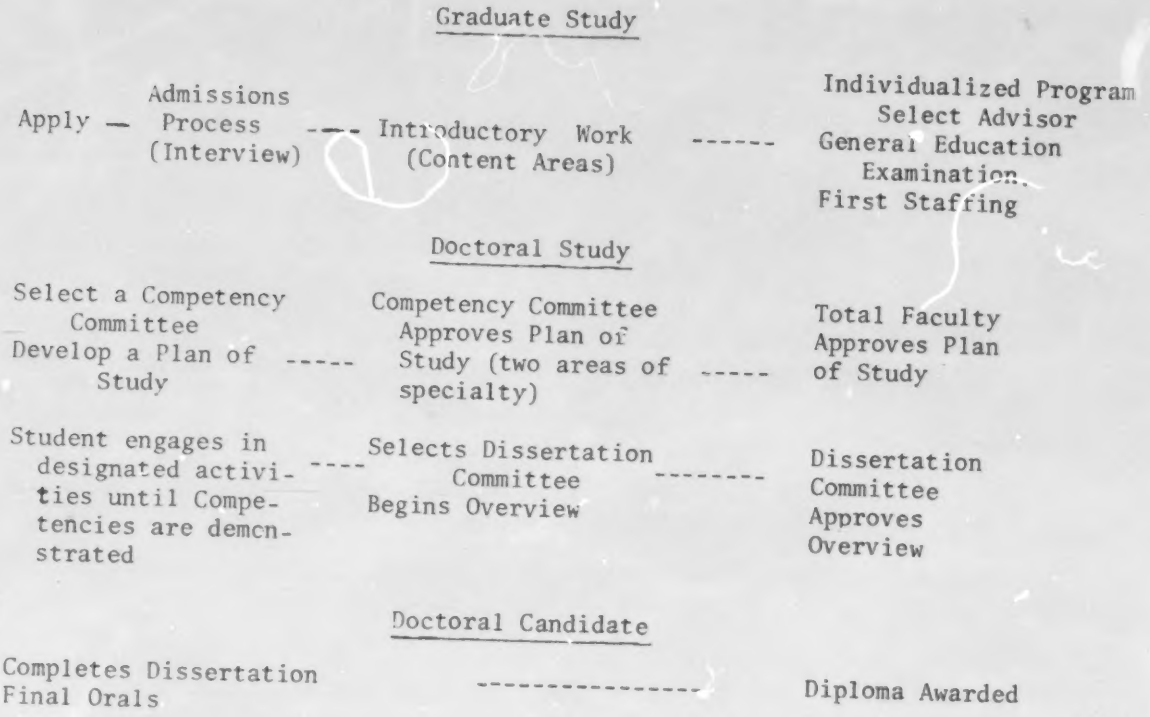
The one area in Figure V that may need to be elaborated is that of the Expanded Major. Each student is required to take either an expanded or an extended major in Social and Behavioral Science Foundations. Courses can be taken in Psychology, Anthropology, Sociology, and Child Development - Social Work. It is possible for a student, with competency committee acceptance, to take either the total number of courses in one area or a variety of courses in several areas. In each case, however, the student engages three different processes: 1) He takes fifteen to eighteen hours of study in one substantive area or a combination of areas; 2) he participates in one or more survey seminars in areas, other than number 1 above, designed to identify and make relevant to Counselor Education the issues and contributions of the area or areas studied; and 3) he engages in a comprehensive integrative seminar experience, in which he organizes and synthesizes the results of his study in the first two areas, and applied this expertise to the development of his major competencies (Program Description, 1970, p. 67).

The entire program attempts to maximize both program and student flexibility, by designing an individualized, competency based model of education. The design is summarized in the following narrative, and outlined in Figure VI. Special attention is given to admissions, introductory work selection of an advisor and competency committee (Graduate Study) the development and completion of a plan of study, the development of an overview (Doctoral Study); and the writing of a dissertation (Doctoral Candidacy).

It is hoped that this explanation clarifies the process by which a potential doctoral student might develop the necessary competencies in order to graduate. As with any individualized program, only the more generalized areas of competencies to be developed, and available processes and resources to be used can be discussed. Each student's individualized program would identify the specific sequence, activities, and criteria operating within the total program. Figure VI presents the sequence in the Doctoral Program.

FIGURE VI

FLOW CHART OF DOCTORAL PROGRAM



This discussion has explicated the major characteristics of the program in an attempt to highlight the many unique aspects of the training design. The focus will now shift to viewing the program as a social process. The participants and the ways they interact to achieve certain preferred outcomes and effects will be described.

Social Process: Policy Sciences Perspective

A social process can be defined as: participants who have certain perspectives in a given arena (or situation) and who manage their base values by strategies, in order to attain value outcomes from which certain post outcome events i.e., effects, follow. Another way of stating this is to say that people seek to maximize their values using the resources and structures of the system to affect or change their environment.

In line with Dr. Ruch's earlier statement that the program was developed for the faculty so that they could deliver a service to the students, this section will describe the doctoral program from the perspective of the faculty and administration. The remaining material will be explicated through the following categories: Participants (faculty and administration); Perspectives (identity, demands, and expectations of the faculty and administrators in reference to the program); Situations (the arena of interaction, i.e., the Doctoral Program); Outcomes (the immediate results the faculty and administrators perceive a student would receive from going through the program); Effects (the post-outcome, or long range results or characteristics produced in a graduate); and Strategies (the methodologies or techniques employed in the program to attain certain outcomes and effects for the student).

Participants

Participants are all the individuals or groups who interact in the system. The following data was obtained from two groups of participants: the administrative group which consisted of two individuals and the faculty group, which is composed of fourteen persons.

Perspectives

This category is the experienced subjective events in the system, based on the participants' identity in it and their demands and expectations of it.

The administrators can be identified as the "brokers" of the system, chairperson of the department, major fund raisers for the system, and head of the family. The faculty, all of whom have taught in the program for three or more years, can be identified as program leaders, core faculty, individuals with diverse expertise and personalities, and part of a community (family) of educators.

The demands of each group can be described as follows. The administrators wanted an autonomous system, a continual supply of funds, and a means of providing support to the faculty so they could deliver a service

to the students. The faculty wanted to be able to organize and reorganize the program, to continue their sense of well-being, to be able to perform their educational functions, and to train students.

Each group had its own expectations. The administrators believed that the autonomous system would not last forever because of the diminution of funds to support it; the faculty believed that the program would continue in some form, the sense of well-being would be maintained, and they would continue to perform their educational function of training students.

Situation

As stated earlier, the arena of interaction for the participants was the Doctoral Program in Counselor Education at the University of Pittsburgh. For the most part the faculty was concerned with the internal functioning of the program; i.e., the organization and reorganization of the elements, processes, and conditions. The administrators, although providing a major impact on the internal functioning of the program, focused most of their attention on gaining and maintaining control of the conditions (time and space) which existed between the department and the larger system - the School of Education. Their other major concern was the continuation of funds to support the program from outside sources.

Thus far, the focus of the description has been concerned with the participants (administration and faculty) and their perspectives (identity, demands, and expectations). It seems appropriate to describe the system from this narrowed point of view because the program was in effect created and designed for the convenience of the faculty so they could deliver a service to the student. Ruch stated this clearly:

> ...I think as manager I could, ...contribute to and try to manage the system for the faculty. I think you (the faculty) try to deliver a service to students...my concerns were, can I design a system which supports and enhances the staff, so that they can deliver the best kind of service to students? (Interview, 1974).

Provided this view of the program a question which emerges might be, What service was given to the students? Another way of stating this question would be, What value outcomes and effects did the faculty and administrators want the students to receive while going through this program, and what strategies were used to achieve these desired results? The faculty and administrators, through a series of interviews, related the following information concerning outcomes and effects, and the strategies employed to achieve them.

Outcomes

Outcomes are defined as culminating events. They are the immediate results a student would receive through exposure to the system. For the

sake of clarity the outcomes will be enumerated through the eight value categories.

1. Power. The faculty and administrators perceived a student graduating from the program to have a strong sense of personal and professional identity. Comparable words which were used to express this identity were: autonomous, balanced, self-motivated, self-confident, integrated, personal potency, and a sense of dignity. The major views expressed were that a student would be able to make decisions, had internalized his own learning process, and had integrated both theory and practice in content areas. These assets will allow a student to continue learning and developing throughout his life.

2. Enlightenment. The outcomes concerning enlightenment were that the student would have a working knowledge (understand and be able to implement) of at least one theorist (integrated in a personal style) and be competent in the content area(s) of personal choice. Competency involved a personal integration of knowledge and practice, with the ability to apply this skill. Another outcome in this area which was highly stressed was that a student would have gained a knowledge of how social systems, including the one they had just moved through, work.

3. Wealth. This value outcome was not mentioned directly, but was alluded to a number of times. The comment that graduates would exhibit leadership ability and soon move up the ladder in whatever system they enter carries with it the assumption that financial rewards will be comparable to upward movement. It was also stated that graduates were very competitive with individuals of other institutions. This indicates an ability to obtain jobs which implies financial rewards.

4. Well Being. It was stated that students graduating from the program would be able to feel comfortable with changes in environment, demands, or expectations. Another way of stating this is that graduates of this program can tolerate a great deal of ambiguity without feeling threatened or ambivalent.

5. Skill. The overriding emphasis in this area was that a student would be competent in his area(s) of choice and therefore, exhibit a high degree of personal and professional skills. Expressions which revealed this view were: able to function professionally, personal potency becomes competency, able to express oneself (read, write, theorize) in content areas of choice, and able to function with people. Of secondary importance to the faculty was the ability of a student to be able to read (analyze) a system, and thus be able to institute change (be a change agent).

Another view was that the program simply develops a better masters degree student. In effect this suggests that the program's major emphasis was on personal development and even though there is some attention placed on content development (reading, writing, theorizing, etc.) it was

not sufficient to warrant the label of doctorate proficiency.

The administration, on the other hand, though emphasizing a high level of skill development in the content area(s) of choice, placed more attention on the student's gaining skills in the area of social systems. The idea seemed to be that the student would be able to replicate the learning model experienced in the program, and thus have some impact on the total learning process (making changes).

6. Affection. Affection was discussed more as a strategy (family environment) than as an outcome. A few references were made about the student's ability to work, or interact, with a number of different people and groups. This suggests that the graduate developed a means of understanding, accepting and/or tolerating differences in people.

7. Respect. It was suggested that a student developed a strong sense of self-respect. Words used to emphasize this point were: knowing oneself, sense of dignity, self confidence, personal potency, and leadership. A student also gained a lot of respect for others. This was highlighted by the following phrases: learn from others, able to accept differences, and able to work comfortably with others.

There was also an undercurrent which emphasized that students gained a high degree of respect for change (i.e., they were able to tolerate change and ambiguity; they were flexible, they were change agents, etc.).

8. Rectitude. The greatest emphasis concerning rectitude was that students developed a great deal of responsibility (for their own future, destiny, learning, involvements, etc.). There was also a suggestion that the students would gain an awareness that the total program was what "ought to be" in terms of a learning model (one of the skill outcomes was to replicate the model).

Effects

Effects can be understood as lasting events. They are the long range results of a student's exposure to the Doctoral Program in Counselor Education. Again, for the sake of clarity, the effects will be discussed by using the eight value categories.

1. Power. In general, the faculty and administration perceived the effects of the program on the student, in terms of the power category (influence on decision making), as an extension of the outcomes. They believed the student would be autonomous and would have the ability and drive to decide his own future, and the ability to function effectively in any system he choose to work in. Other descriptive words or phrases used to explain this view were: a leader, future focus, strong sense of personal and professional identity, able to integrate oneself in many roles, potent, and ability to redefine oneself in a changing environment.

The administration deviated from the above description slightly by placing more emphasis on the student's ability to understand, organize, and function at a systemic level. In other words, the administration's emphasis shifted from the ability to operate simply at a personal level to the ability to operate at a systemic level.

2. Enlightenment. The enlightenment effect of the program on the student was stressed in terms of the "continual" growth (learning and development) of the student throughout life; (e.g., continual critical self-evaluation, continual self (personal and professional) development, and continual learning. The acquisition of knowledge was always aligned with the ability to apply it (action oriented, active research), so that knowledge always contained a pragmatic flavor. The final enlightenment effect mentioned was that the student would acquire the ability to understand systems and individuals or both and be able to differentiate within either category; i.e., understand individual or systemic similarities and differences and be able to function with these characteristics.

3. Wealth. Again the category of wealth was not mentioned directly. An assumption can be made that the ability to understand and function with individuals and systems, and the possession of leadership quality, carry with them sufficient financial rewards.

4. Well-Being. The long range effects of the program on the student, in terms of comfort or mental and physical health, were expressed in the phrases: high degree of self-satisfaction; sense of self; and comfortable with self, others, and changing environment. The focus was on the student's maintaining a high level of comfort in a variety of changing environments.

5. Skills. The effects of the program on a student in terms of skills were reported to be the continual demonstration of competencies acquired in the area(s) of choice, plus the ability to acquire additional professional skills to meet the needs of a changing environment. The faculty expressed this view in the following terms: flexible in changing situation, continually developing professional skills, and able to perform professionally. In line with the enlightenment value the acquisition of new knowledge and skills is for the purpose of serving a client (individual, system, etc.); therefore one continues to gain the necessary skills in order to perform for others.

Another example of skill development mentioned by the faculty was the ability of a student to work with systems. It was suggested that students would be able to understand and perform in different systems; they would be able to replicate the experiences of this program, thus changing other systems; and be able to function effectively in an ambiguous situation.

The administrators focused exclusively on the student's being a change agent; i.e., continually changing traditional methods of learning,

organizing others, creating change, and functioning effectively in non-traditional environments.

6. Affection. The effect of the program on the student, in terms of affection, was viewed by both the faculty and the administration as the ability of the student to interact and work with a number of different people. The emphasis seemed to be on the notion that the student would gain an awareness of his own emotions and gain empathy for and understanding and tolerance of others. The student thus would be comfortable exchanging affection with others.

7. Respect. This category was not directly referred to, but there were a number of comments suggesting that a student would gain a great deal of personal and professional respect. This prestige would include both self-respect and recognition from others. Phrases which suggested this view were: he would become a leader, would move ahead in the system, can organize others, etc.

8. Rectitude. The category seemed to be very elusive for both the faculty and administration. No direct comments were made during the interviews, but again, there were suggestions of rectitude effects on the student. It can be inferred from faculty and administrative comments that the student would have a sense of doing what needed (ought) to be done, he would be responsible for his actions, and he would respond in a professional manner.

Strategies

After enumerating the outcomes and effects a student could be expected to achieve by going through the Counselor Education Program, it now seems appropriate to discuss the various strategies the faculty and administration employed to promote this development. The strategies will be broken down into value categories to assist one's understanding of the methods and techniques employed in the program. The strategies summarized are those that the faculty and administration suggested were present in the system.

Strategies are the methods or techniques employed by the participants of a system in order to achieve certain desired value outcomes and post-outcome events (effects). To relate this concept to the earlier sections (conceptualization), one might ask, How are elements, processes, and conditions blended together in order to produce desired results?

For clarity, the strategies will be enumerated in the eight value categories:

Power. A number of strategies which focused to some extent on decision making were employed in the program. Students were required to write competency statements (plans of study) which required them to plan

their professional goals and state how they intended to achieve those goals. The double practica experiences placed an individual in a number of decision making roles, e.g., teacher, supervisor, colleague, etc. The process known as staffing was another area in which students made decisions concerning their future professional development.

A strong emphasis was always placed on students learning by doing (experiential learning). The staff pushed the students to examine themselves constantly, extend themselves, and try new experiences. One of the most difficult strategies to explain, but possibly the most influential, was the total atmosphere or environment of the program. Often the word used to describe this was "ambiguity" or "ambiguity by design". It seemed that the program maintained an elusive quality about it which shunned definition or description, and thus forced the student to recognize the self as the source of meaning and power.

Enlightenment. The methods which focused on the knowledge in the system and the flow of information centered mainly on two concepts: the process of learning and the method of learning which took place. The process of learning involved the way knowledge was transmitted or acquired. Much emphasis was placed on different modes of sequential learning: i.e., inductive to deductive, personal to professional, internal to external which always combined affective and cognitive, and the socratic method - with its questioning, confronting, and extending of a person. Other processes employed were individual or group interaction, a number of different field situations with a variety of clients, and the constant opportunity to try out new behaviors. The method of learning was basically a contracted, demonstrated, competency based individual program. The push was for students to integrate knowledge and practical experiences with the self. Even the emphasis on taking courses outside the program was designed to extend the learning in various competency areas to assist in the development of a well rounded self.

Wealth. The major strategy in terms of the use of money and other resources was that each student's tuition was paid for by federal monies. This allowed him to concentrate more on self development and learning and less on financial matters. There were other resources available (two-way mirrors, films, counseling rooms, etc.) but with the exception of the counseling rooms, none were used extensively.

Well-Being. The strategies in this category refer to the use of physical or mental comfort in order to obtain a desired outcome. As in the category of power, ambiguity was used to create an uncomfortable environment. This forced a student to seek refuge in oneself, and thereby, develop a sense of self confidence, self worth, etc. It was also suggested that the program evoked a feeling of dependency in the student. This was manifested because the students had to depend on the program (i.e., faculty and administrators) to produce their needs or wants, i.e., courses, learning experiences, etc.

Skill. The strategies concerning skill, the opportunity to receive instructions or demonstrate an acquired proficiency, could be considered the ground work of a competency based program. The staff constantly modeled and shared their expertise so the students could acquire new knowledge. The students had to exercise their acquired proficiencies before they could be judged competent professionals. These two processes unfolded in a number of different ways through out a student's stay in the program. For instance, the faculty was responsible for various course work, supervision, advisement, etc. The student, on the other hand, generally participated in learning that was activity based (demonstration of competency), and that included such things as co-teaching, supervision of masters students, counseling, writing proposals, etc.

Affection. Affection is the promotion of the feeling of love, friendship, and loyalty within a program. The primary institution in a community specialized to affection is the family. This is the type of environment the program attempted to develop. The structure of the program, in one sense, epitomised a family. The father (administrator) interacted with the external system for support (fund raising) and only allowed that the system encroach so far (boundary maintenance), thus allowing the remaining family to manage (organize and reorganize) the internal environment. There was a strong emphasis within the program to share, interact, express affect, and remain loyal to the program. The staff provided the students with a lot of individual attention, so much that one faculty member described this interaction as faculty "hovering" over the students. In return the student was expected to form a personal relationship with at least one faculty member. Other types of relationships which had an affectionate aspect (though most also encompassed respect as will be described next) were the supervisory, advisory, and peer relationships. These relationships not only took place within the confines of the program but florished in very informal settings, such as, the street, lunch, bars, parties, etc.

Respect. Respect as a strategy involves using recognition of a person to reach a desired outcome. There were a number of ways respect for the individual student was shown. Students learned at their own rate of speed; they negotiated their own learning experiences and outcomes; they often worked as colleagues with the faculty, etc. In addition, many of the processes already mentioned included the strategy of respect (i.e., staffing, advisor and supervisor relationships, peer learning, etc.).

Rectitude. Strategies which can be placed in this category are those which emphasize personal and professional responsibility (ethical, moral) or a way of life. Within the program students were always responsible for their own learning and development, e.g., contracting, negotiating, etc.

This portion of the chapter has provided the reader with a thorough description of the implementation of the training design of the Counselor Education Program from the standpoint of the program's unique characteristics and its place in a social process perspective. The next section will explain the value analysis performed on the total description of the program design in order to identify the significant value effects associated with the program.

Analysis of the Training Design

The present focus has to do with extracting the significant value effects from this design by means of a value analysis conducted by the author. In order to respond to the present issue, extracting the significant value effects from the design, the following methods were used:

1. The description of the training design was examined carefully to identify the value effects associated with the program.

2. Three procedures were applied to this list of effects to reduce the list to the truly significant characteristics produced by the program.

Effect Statements Associated With the Program

By considering each of the sections of this chapter, value effect statements associated with the program have been isolated and listed as follows:

A. Power Statements

1. Graduates would be autonomous.

2. Graduates would have the ability and drive to decide their own future.

3. Graduates would be able to function effectively in any system they choose to work in.

4. Graduates would be leaders.

5. Graduates would maintain a future focus and be self-motivated.

6. Graduates would have the ability to redefine themselves in a changing environment.

7. Graduates would be potent.

B. Enlightenment Statements

1. Graduates would continue to grow (learn and develop) throughout life.

2. Graduates would be able to understand, organize, and function at a systemic level.

3. Graduates would be able to evaluate themselves critically.

4. Graduates would continue to develop themselves as persons and as professionals.

5. Graduates would be action-oriented (active in research, but pragmatic).

6. Graduates would be able to understand individual and/or systemic similarities and differences and be able to function effectively with either.

C. Wealth Statements

1. Graduates would receive financial renumerations comparable to the positions they attained.

D. Well-Being Statements

1. Graduates would possess a high degree of self-satisfaction.

2. Graduates would have a strong sense of personal and professional identity.

3. Graduates would be comfortable with self and others in changing situations (demands, expectations, and environments).

E. Skill Statements

1. Graduates would continually demonstrate acquired competencies.

2. Graduates would have the ability and determination to acquire additional professional skills to meet the needs of a changing environment.

3. Graduates would be flexible in changing situations.

4. Graduates would continue to develop professional skills.

5. Graduates would have the ability to work with systems (read and understand).

6. Graduates would have the ability to replicate the learning environment of this program.

7. Graduates would be change agents with the ability to:
   a. change traditional methods of learning.
   b. organize and create change.
   c. function effectively in non-traditional environments.

F. Affection Statements

1. Graduates would have the ability to interact and work with a number of different people.

2. Graduates would gain an awareness of their own affect and gain empathy for others.

3. Graduates would be comfortable sharing and receiving affection with others.

G. Respect Statements

1. Graduates would have much respect for themselves (personal and professional).

2. Graduates would continually move ahead in the system they were in.

3. Graduates would be able to organize others.

H. Rectitude Statements

1. Graduates would have a sense of doing what needed (ought) to be done.

2. Graduates would accept responsibility for their own actions.

3. Graduates would respond to situations professionally.

Significant Value Effects Produced by the Program

In order to obtain a list of program effects which represented the truly significant ones, the following three procedures were employed.

1) When effect statements were mentioned only once, they were retained as significant effects:

RETAINED:

1. Power 1 - Students would be autonomous.

2. Enlightenment 5 - Graduates would be action-oriented.

3. Wealth 1 - Graduates would receive financial renumerations comparable to the position attained.

4. Well-Being 1 - Graduates would possess a high degree of self-satisfaction.

5. Well-Being 2 - Graduates would have a strong sense of personal and professional identity.

6. Skill 1 - Graduates would continually demonstrate acquired competencies.

7. Skill 6 - Graduates would have the ability to replicate the learning environment of this program.

8. Skill 7 - Graduates would be change agents.

2) When value effect statements were repetitive, one of them was eliminated.

ELIMINATED:

1. Power 2 - Graduates would have the ability and drive to decide their own futures.

2. Enlightenment 6 - Graduates would be able to understand individual and/or systemic similarities and differences and be able to function with either.

3. Skill 4 - Graduates would continue to develop professional skills.

4. Skill 5 - Graduates would have the ability to work with systems (read and understand).

5. Affection 3 - Graduates would be comfortable sharing and receiving affection with others.

6. Respect 1 - Graduates would have much respect for themselves (personal and professional).

3) When value effect statements seemed to express the same concept, they were combined to form one statement:

COMBINED:

1. Power 3 - Graduates would be able to function effectively in any system they choose to work in.

   WITH

   Enlightenment 2 - Graduates would be able to understand, organize, and function at a systemic level.

TO PROVIDE

The ability to function efficiently at a systemic level (undertand and operate in any system one chooses).

2. Power 6 - Graduates would have the ability to redefine themselves in a changing environment.

   WITH

   Well-Being 3 - Graduates would be comfortable with themselves and others in changing situations.

   WITH

   Skill 3 - Graduates would be flexible in changing situations.

   TO PRODUCE

   The ability to be flexible, with the capability and comfort to redefine oneself in changing situations.

3. Power 5 - Graduates would maintain a future focus, and be self-motivated.

   WITH

   Skill 2 - Graduates would have the ability and determination to acquire additional professional skills to meet the needs of a changing environment.

   TO PRODUCE

   The ability to maintain a future focus, with the self-motivation necessary to acquire professional and personal skills to meet the demands of a changing environment.

4. Power 4 - Graduates would be leaders.

   WITH

   Respect 3 - Graduates would be able to organize others.

   TO PRODUCE

   The ability to be a leader, i.e., able to organize, interact, and work with different people.

5. Enlightenment 1 - Graduates would continue to grow (learn and develop) throughout life.

   WITH

   Enlightenment 4 - Graduates would continue self development (personal and professional).

   TO PRODUCE

   Graduates who will continue to grow and develop (personally and professionally) throughout life.

6. Affection 1 - Graduates would have the ability to interact and work with a number of different people.

   WITH

   Affection 2 - Graduates would gain an awareness of their own affect and gain empathy for others.

   TO PRODUCE

   Graduates with an awareness of their own affect, and being comfortable interacting with others at this level.

7. Power 7 - Graduates would be potent.

   WITH

   Respect 2 - Graduates would continually move ahead in the system they were in.

   TO PRODUCE

   Graduates with a sense of potency, thus being able to move ahead in any system they are involved with.

8. Rectitude 1 - Graduates would have a sense of doing what needed (ought) to be done.

   WITH

   Rectitude 2 - Graduates would accept responsibility for their own actions.

   WITH

   Rectitude 3 - Graduates would respond to situations professionally.

TO PRODUCE

Graduates who respond professionally to that which needs to be done, and accept responsibility for their own actions.

By applying these three procedures to the initial list of thirty-three value effect statements a managable list of seventeen significant effect statements was produced. These seventeen statements are:

1. The ability to efficiently function at a systemic level (understand and operate in any system one chooses).

2. The ability to continually demonstrate acquired competencies.

3. The ability to be flexible, with the capability and comfort to redefine oneself in changing situations.

4. The ability to maintain a future focus, and the self-motivation necessary to acquire professional and personal skills to meet the demands of a changing environment.

5. The ability to replicate the learning model of the Doctoral Program, thereby, changing traditional models of learning.

6. The ability to organize and create change in different milieus, i.e., an agent of change.

7. The ability to be a leader, i.e., able to organize, interact, and work with different people.

8. The ability to think and conceptualize theoretically, but to apply this knowledge pragmatically.

9. Able to receive financial renumeration comparable to or higher than graduates of similar Doctoral Programs.

10. Graduates who are autonomous and self-directed.

11. Graduates with a sense of personal and professional identity.

12. Graduates who will continue to grow and develop (personally and professionally) throughout life.

13. Graduates with an awareness of their own affect, and being comfortable interacting with others at this level.

14. Graduates with a sense of potency, thus being able to move ahead in any system they are involved with.

15. Graduates who respond professionally to that which needs to be done, and accept responsibility for their own actions.

16. Graduates who are able to critically self evaluate their own actions.

17. Graduates with a sense of self-satisfaction.

The above seventeen effect statements imply the qualities, abilities and/or attributes gained by students completing the doctoral program. The list represents some of the outcomes of the Program.

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CHAPTER III

TWO EXAMPLES OF UNIVERSITY - COMMUNITY COOPERATION

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A TEACHER EDUCATION/COUNSELOR EDUCATION TRAINING MODEL

FOR

A COMPREHENSIVE REHABILITATION CENTER SETTING: SOME IMPLICATIONS FOR EDUCATIONAL PERSONNEL PREPARATION GENERALLY, AND EARLY CHILDHOOD PERSONNEL PREPARATION IN PARTICULAR

RICHARD R. HARDEN, PH.D.

Introduction

A description of an innovative teacher education/counselor education training program for a comprehensive rehabilitation center setting is presented here. During the process of designing, developing, studying. and describing this program, it became apparent that it had effects beyond its own life as a training program. These included outcomes which existed as changes in the rehabilitation center and university involved as well as in the people who came into significant contanct with the program. The effects also include implications for future training programs; not just teacher education and counselor education programs conducted in conjunction with a rehabilitation center but implications generally for programs designed to prepare professional educational personnel. Such implication are illustrated by the development of a proposal for models of training for early childhood education personnel. One existing early childhood education program which incorporates a number of these implications is a identified and briefly discussed.

In 1972, the University of Pittsburgh and the Home for Crippled Children, Regional Comprehensive Rehabilitation Center for Children and Youth, became interested in cooperating with each other in the training of teachers and counselors. The impetus came primarily from the Rehabilitation Center's Residential Living Department; a large department incorporating a variety of child care, nursing, counseling and informal educational services, and the University's Counselor Education Department; a large innovative counselor training program which was not only receiving substantial Federal support for the training of counselors, but also was heavily involved in the Training of Teacher Trainers (TTT) Program; a major Federally-supported effort in which the University was heavily involved.

Organization

The University was organized along traditional lines. However, within the Counselor-Education Department, various faculty served as coordinators of various programs and field sites. Counselor-Education faculty members also held the majority of the coordination positions of TTT Programs (M.A.T., Professional Year, and Preprofessional Year; English Social Studies, Science and Math), although faculty from other areas in the School of Education were heavily involved, also, as were faculty from four liberal arts disciplines. Also, in the social studies area, Carnegie Mellon University participated, its faculty representative in this training model fitting into the University part of the training team.

The Rehabilitation Center's organization began in traditional ways with a board of directors, a director, and an associate director. However, the program implementation was organized functionally with four senior coordinators; each responsible for overall program management of a group of clients (young adults, cerebral palsied, learning disabilities, and other physically handicapped), on one axis of a matrix-type organization. The other axis was occupied by the service departments, residential living, education, pyschology, pediatrics, speech therapy, occupational therapy, physical therapy, and so forth. Thus, each of the coordinators could draw upon the services of all Departments in coordinating the program of a particular child or young adult. Each department had a Director or Chief who was responsible for the management of that department and the quality and

appropriateness of service provided through that department.

The organization of a field site at the Rehabilitation Center, in conjunction with the University's Counselor Education and TTT Programs was initiated cooperatively by the University and Rehabilitation Center personnel in administrative, faculty and staff positions. As development of the organization and implementation of the Program progressed, community involvement became an additional influence. An overseeing body, known as the Site Committee, was developed. This Committee related to both the Counselor Education and TTT Programs, and included in its membership University students in both programs at the preprofessional, bachelor's, master's and doctoral levels, who were placed at the Site, Site students (clients) who were the recipients of service from both Programs, Site staff and University faculty; (representing both Programs) and parent and community representatives.

Personnel

Personnel who participated in the training programs were mutually selected by the University and Rehabilitation Center representatives. A site coordinator for counselor education and one for TTT were mutually selected from the Counselor Education Faculty. Doctoral fellows were selected both from the Rehabilitation Center staff and from other applicants to the University's TTT and Counselor Education Doctoral Programs. The master's and bachelor students were mutually selected, the majority being from the University's programs and had no previous affiliation with the Site. Twelve preprofessional students were selected from the Site staff from such positions as teacher aide, child care worker, and behavior modification aide. Finally, two certified special education master teachers were selected from the Rehabilitation Center Staff to work in the TTT teaching situation as trainers and resource persons for the student teachers and to guarantee that State guidelines for special education classroom coverage would be met.

In addition to this, a variety of University and Rehabilitation Center personnel worked closely with, consulted with, and dealt with the above persons, across both the cooperating training programs. These include senior coordinators, department heads, and staff members from the Rehabilitation Center. From the University, they included faculty from the English, social studies, science, math, reading, and secondary education departments, as well as other faculty from the counselor education department.

Distinctions and Collaborations, TTT and Counselor Education Programs

The Counselor Education and TTT Programs maintained certain distinctions from each other in their functioning in the Site. They each had their own site coordinator drawn from University faculty. The counselor education students worked with some clients from all age groups and worked with all four senior coordinators. TTT students, however, were concentrated primarily in the young adult program and worked in conjunction with the senior coordinator for that area. These distinctions offered certain practical implications. The two programs had, through the separate site coordinators, the opportunity to maintain dual access to the Rehabilitation Center administration and each had its own advocate with the University. The counselor education program had to relate to all four senior coordinators, at times a complicating factor while the TTT Program was able to concentrate its efforts toward working

with one particular coordinator. The same principle applied in the TTT program's working primarily with staff who worked with young adults while the counselor education program had to spread its efforts at working with staff among those who worked with children and young adults of various areas and groupings.

Collaboration between the two programs covered a variety of areas. One site committee served for both programs. Part of the planning for the training experience was mutually done by the two site coordinators and doctoral students from both programs. Both programs participated in interdisciplinary staffings, in some cases, staffings of clients with whom both were working. In such cases the two programs often provided support for each other's efforts. There was also some collaboration in training involving both joint experience and training service from each of the programs to the other.

Unique Aspects of the Training Model

Unique to this training model was its very heavy emphasis on an interdisciplinary approach. The University approach involved various programs, departments, schools, and indeed more than one university being involved in major ways that were coordinated. The Rehabilitation Center's approach involved people from various professional services providing departments working with the program in major coordinated ways. Finally, there was heavy emphasis on interdisciplinary collaboration between the University (ies) and the Rehabilitation Center.

A second unique aspect of this model included heavy emphasis on field experience. Trainees at all levels in the TTT program spent a full year in the field and the counselor education students while having a somewhat less intense field experience, also had it as a major part of their program.

A third unique aspect of this program was its inclusion of trainees from preprofessional to doctoral level within the same program. This was accomplished by the heavy field emphasis and the three tiered (TTT) structure. Teacher trainees taught as a major part of their training and had as major trainers doctoral students (as well as faculty). The doctoral students training of the teacher trainees was designed as a major part of their training through learning contracts, supervision seminars, their supervision from faculty, etc. The faculty worked as trainers for the doctoral students (and the teacher trainees) and in the process were socialized to (and trained in) a new training model, heavily field based, interdisciplinary, and based on a consortium effort. (Ruch, 1974)

Fourth, there was significant University input to the training site. Cooperating teachers participated in sessions conducted by discipline faculty, a counselor education faculty member provided consultation to the site's residential living department's administration on the development of a program development workshop for that department's staff, and University faculty were available to staff for informal consultation from time to time.

Site input to the university was also a significant unique aspect. Learning disabilities seminars were given on the University campus by a

site staff member. Senior coordinators consulted with university faculty as well as students on the disabilities of the rehabilitation center's clients.

The two training programs, TTT and counselor education, also provided each other with some training services. These included both direct formalized sessions and less formal but ongoing consultation in relation to their respective programs and clients.

Finally, a seventh unique aspect of this training model involved the various counselor education and teacher education trainees working together with children and young adults with variety of behavioral, physical, and learning disabilities. This took place in training programs geared to train teachers and counselors primarily for mainstream education.

Problems

Such a complex and unique training model could not be expected to exist without experiencing problems during its development and functioning. Such expectations were not in vain. However, the very complex nature of this program and accompanying problems were not disabling to it.

A problem which came with the inception of the program was the fact that impetus for the program within the Rehabilitation Center came from the Residential Living Department, rather than the Education Department. (Argyris, 1972, pp. 118-123) This created communication and other difficulties between the two departments and between the TTT program and the Education Department. One major effort at resolution involved early large scale involvement of the Education Department in the program in various ways. These included two special education master teachers from the education department staff being heavily involved as cooperating teachers, involvement in various ways of the education department director and his curriculum supervisor, regular communication meetings with various personnel in the education department, and most importantly, education department, residential living, TTT, and counselor education personnel working to mutually define authority, responsibility, and lines of communication.

The sheer complexity of the TTT, counselor education, and rehabilitation center structures presented a problem area. Efforts at resolving difficulties created by this complexity included trainee orientation, time and intensity of trainee involvement (longer and more intense than in traditional training programs), careful structuring of avenues of communication, avenues and of supervision patterns, and structuring cooperative work and planning involving various mixtures of training personnel from university and site to promote maximum communication, cross fertilization, and cooperation.

A third problem area involved the site's use of a behavior modification system as a part of various rehabilitation programs and the counselor education and teacher education students understanding, adjusting to, and working with this system. This problem area was addressed by orienting the students to the system, providing them experience with the system, providing students new to the site peer training by other students from the site who were already familiar with the system, and by providing supervisory help through cooperating teachers, doctoral students and others in the process of

seeing and using the system to facilitate educational and counseling efforts.

Institutional Change

Institutional change in the rehabilitation center included an increased awareness of the educational needs of the young adult client population. This resulted in a larger teaching staff for this group, expanded facilities for them, greater individualization of their educational program, and recognition that educational services are important as well as vocational and other services as a part of the young adult rehabilitation process. This last change in the recognition of the importance of education included rehabilitation center administration and board and by the State Bureau of Vocational Rehabilitation. Documentation of this can be seen in the increase in young adult clients referred by B.V.R. in which educational service is identified as a need. Concomitant with these changes has been the rehabilitation center's ability to accept a broader range of referals due to its increased educational service.

Another area of institutional change in the rehabilitation center relates to the educational experience and degrees received by the members of the rehabilitation center staff who continued as staff members beyond their training programs. This includes the fact that a number of preprofessional staff members who entered training at the preprofessional level received degrees from the University and received promotions to higher level higher paying positions within the rehabilitation center. Additionally, rehabilitation center staff who were already in supervisory positions in two cases received degrees. They have been able to function with more competence and confidence as result of their training and degrees. Also, they are accepted now as "professionals" by staff persons who were already "professionals". This appears to be due in part to their increased confidence and competence, however an equally significant factor appears to be their receipt of degrees and acceptance of this by other professional staff as professional credentialing. Since both of these staff members were and are members of the residential living department, a large department staffed largely by trained but nondegreed child care workers, this increased not only their own strength in working, dealing with and having an impact on other professional staff but also similarly, the department's strength in its encounters with more traditionally professionalized departments.

Among other staff members who were upgraded as the result of this program were a behavior modification aide who was able to advance within the psychology department, two preprofessional students who advanced from child care positions in the residential living department to professional teaching positions in the education department and other child care workers who were able to advance within the residential living department. These increased levels of education and upgradings had the effect of increasing the perceived professional character and impact of staff who had previously been viewed as nonprofessional and concomitantly their departments, particularly the residential living department.

Other institutional changes which took place in the rehabilitation center included increased awareness of residential living staff to educational

concerns. This appeared due to work with counselor educators, teacher educators, students in both areas, and the participation of various residential living staff in both programs. Increased awareness on the part of the rehabilitation center administration of the importance of staff training which appears to have contributed to an increased emphasis on staff training by the administration is another factor in institutional change. Finally, a major, though difficult to measure, institutional change in the rehabilitation center is the change in perception of their jobs as having at least potentially increased mobility by the members of the pre and para professional staffs of various departments. This came about through seeing such mobility take place as earlier described. It was also contributed to by seeing preprofessional staff from the rehabilitation center advance to professional positions in other community facilities.

The University, although much larger and more complex than the Rehabilitation Center, also underwent some institutional change, at least as reflected in certain key faculty. Essentially, this can be described as an increased awareness of the complexities of working with a complex field site, of the importance of communicating and sharing responsibility and authority, and of the need for true mutuality as the important issues of true interdisciplinary work are approached and real efforts are made to put interdisciplinary training and true university-community facility cooperation into practice.

Recommendations for Future Programs

The experience derived from this combined teacher education and counselor education training program in a comprehensive rehabilitation center setting offers a number of recommendations for future programs. These are presented in the following list.

1. Commitment of a University to work in true mutuality with the field is important.
2. The reverse applied to the field site is just as true.
3. Organization, particularly where several programs are attempting to cooperate should be both clear and functional, thus traditional lines of authority need not always be set up in the usual ways, if the lines are that set up are acceptable to those involved and are clear and functional.
4. Broad involvement of persons in real ways (from preprofessionals to the community to administrators and professors), helps generate broad support and influence of a program.
5. Training and institutional change should be looked at together, since they are interrelated issues.
6. Visible results (degrees, upward mobility, improved program, etc.) help measure success.
7. Such results also appear to reinforce the institutionalization of changes.

Beyond Counselor Education, TTT, and Rehabilitation: Some Applications for Early Childhood Education Training Programs

What took place in the just described training model involved taking space and time from various components and institutions and combining them in new ways relative to the new training needs as perceived. (For a

fuller discussion of this idea of temporarily combining space and time from various components rather than creating new institutions, see the discussion of "ad horcracies" in Toffler, Alvin, Future Shock.) This use of available rsources in new combination has applicability to the training of early childhood educators and is in some ways reflected in one early childhood educator training program presently functioning.

Early childhood education at its broadest involves a wide variety of children from infants to children of the early elementary ages. The needs of the children served run a gamut from basic trust and toilet training to basic reading and math skills. The needs within this range cover a seemingly endless array of critical issues such as dealing with separation, and developing autonomy, developing basic social skills, developing skills in perception and cognition, developing fine and gross motor coordination, developing problem solving skills, developing creativity, and many many more. The breadth of this variety is further complicated by several issues which while not unique to early childhood education, certainly are exemplified within it.

One of these is the variety of schools and services. (A description of this variety in schools and services, see Leeper, Sarah et.al. Good Schools for Young Children. New York: MacMillian, 1974, pp. 93-96). Unlike elementary and secondary education in which the public schools predominate and parochial schools play a smaller role and other private schools an even smaller role, early childhood education consists of a proliforation of variety of types of schools and programs. After identifying the public school kindergarten programs, the field consists of a host of public, quasi public, private nonprofit, and purely proprietary nursery schools, day care programs, head start programs, early identification programs, handicapped childrens programs and others. Further, within these categories variety proliforates (i.e., nursery schools, cooperative nursery schools, three day three year old nursery schools, five day four year old nursery schools, two day three year old nursery schools, developmental nursery schools, Montesorri nursery schools, prescriptive teaching nursery schools, etc.)

A second issue in early childhood education which contributes to its variety is that of parent involvement. (Colvin and Zaffiro, 1974, p. 78). In practice this ranges all the way from "Keep the parents out so the kids won't cry and we can work with them" to cooperative nursery schools run by the parents in which the teachers serve at their pleasure. Between these extremes is a wide range of parent involvement in various ways and increasingly with recognition of the importance of ongoing and significant parent involvement.

Finally, the issue of the mainstreaming of handicapped children is no less an area of significance in early childhood education than in other areas of education. Indeed, it may become more critical as the importance of early effective service to the handicapped child is recognized and acted upon. (Hendrick, 1975, pp. 250-265, and Maryland State Board of Education, June 26, 1974).

This diversity found in early childhood education of need, of program, of setting, of children, and of other areas speaks to the need for early childhood education training which can prepare personnel to effectively enter and function in the early childhood field, given the complexity this diversity creates. It is felt that certain parallels can be drawn between the teacher education/counselor education training model presented earlier and what is needed in early childhood personnel preparation.

The heavy field emphasis is a key area. (Honig and Fears, 1974, presents a detailed discussion of the importance of field experiences in early childhood educator training.) The Program model described earlier involved an intensive one year student teaching experiences which was the focal point of the program. Beneficial to early childhood education teacher training would be a program with a field focal point which provided not only for intensity of experience but also for diversity. In pragmatic terms, this means the opportunity for early childhood educator trainees to have the opportunity for experiences in a variety of settings, involving variety in children program and other areas, as well as including an intensive student teaching experience is important.

The interdisciplinary nature of early childhood education makes it a fertile area for an interdisciplinary approach. (Peters and Fears, 1974, discuss using personnel from various disciplines and interdisciplinary arrangements such as consortiums in the training of early childhood educators.) Personnel from the arts, medicine, psychology, social work, nursing, other areas of education, and other fields all have something to contribute to early childhood education. This is particularly true in the training of early childhood teachers. How such input is provided and orchestrated becomes crucial.

This field focus and interdisciplinary character reveals the opportunity and the need for university and field site to work together and cross fertilize one another. No university school, division or department of education has within it all the diversity and resources needed for a fully effective early childhood personnel preparation program. However, by joining forces with the community in the form of a broad variety of early childhood facilities and personnel and developing a true mutuality of effort, university and community efforts toward such training can be multiplied in effectiveness.

Such a variety of training experiences in various facilities offer unique opportunities for teacher training for mainstreaming. For example, an early childhood teacher trainee could potentially have experiences ranging from a rehabilitation center to mainstream classrooms. In this process in a well constructed program, the trainee could benefit from not only these varied experiences but orchestrated input from special educators, medical and rehabilitation personnel, mainstream teachers, university supervisors and various other personnel from the university(ies) and community.

The need for training in work with parents is a real need in early childhood teacher training. The model described earlier in which parents were members of a site committee in which they communicated and worked directly with student teachers, university faculty, field site staff in the development of the training and service program is one model viable for early childhood teacher training. At the same time, the early childhood teacher training program would do well to provide its students with the opportunity to view and experience various models of parent involvement since there are many different models within the early childhood field.

Thus, the proposal for early childhood personnel training models suggests that they provide a variety of available experiences and models. It is suggested that there is an opportunity here for university and community to work together, and for a true interdisciplinary approach. Space, personnel, and program can be drawn from the various components to fit the needs of the training program (including the community needs). When these components are orchestrated toward the goals, the result can be early childhood training programs which not only are effective in training personnel but which are constantly in a state of revitalization created by the constant interaction of university, school, and client (parents and children).

One early childhood personnel preparation program which embodies some of these qualities exists at the University of Maryland Baltimore County. (Education Division, University of Maryland Baltimore County, 1972.) The program is heavily field based. Students begin in the field during their sophomore year and have eight field experiences, each six weeks in length, before they reach their professional semester of intensive student teaching. The field experiences encompass the range and variety of experiences suggested earlier. Input from the field sites is important and there is an increasing emphasis being placed on school, community, and university mutuality in developing the program.

This is not to suggest that this program was developed as a result of the programs developed in Pittsburgh described earlier. In fact it had much of its early development at the same time they were developing. However, it is true that its continued development is in part due to persons who had earlier experience with the Pittsburgh programs who are now working with the UMBC Program.

The real point is that the counselor education/teacher education training program in a comprehensive rehabilitation center setting and the study of it uncovered some significant implications for educational personnel preparation generally. A viable illustration for this is in the preparation of early childhood teachers.

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ONE EXAMPLE OF CENTER-SATELLITE INTERACTION

GARNET PATTERSON JUNIOR HIGH SCHOOL

and the

UNIVERSITY OF PITTSBURGH

Stanley G. Perelman

Produced Under Grant

Continuation of Northeastern EPDA/PPS Center-Satellite Project

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Introduction and Brief Historical Orientation

Garnet Patterson Junior High School is located in the heart of the inner city of Washington, D. C. Its population is primarily black, its students coming from the working class families living in the surrounding community. As with other inner city communities, many of the educational, social and municipal needs of the Garnet Patterson community historically have not been met. For example, a Title I survey established that approximately 450 of the 630 students at Garnet Patterson needed special attention, but little action was taken.

In the early part of 1971, Dr. Margaret Labat, principal of Garnet Patterson, and her staff, were invited to participate in the development of an in-service training program for pupil personnel service workers. Involvement in this program would make Garnet Patterson staff members and others connected with the project participants in a network of satellite training programs coordinated by the University of Pittsburgh's Counselor Education Department.

The Counselor Education Department had recently received a three-year EPDA Grant to respond to the need to develop more skilled pupil personnel service professionals, and to improve the quality of their service to students. One reason Garnet Patterson was approached by Dr. Wilber Millard, the Assistant Superintendent for Pupil Personnel Services in the D. C. Public Schools, was the fact that its students were clearly in need of a wide range of educational and social services not provided by more traditional models of education.

Garnet Patterson - Field Site Rich with Possibilities

The recognition of social and educational needs of students was not, however, the only reason for Garnet Patterson's selection. There were also other attributes which made it evident that the school was ripe for the kind of training program and expansion of services envisioned by the staff of the University of Pittsburgh and the administrators of the D. D. Public Schools. First was the fact that the school's population was small, only 630 students. Second was the fact that the school had a history of being one of the few stable institutions in the community. And there was the fact that its staff had already demonstrated it was in the process of recognizing and responding to the special needs of its students with the resources at its disposal at the time.

For example, school staff, parents, community members and students had already had a good deal of experience sharing ideas, planning together, and building bonds of mutual respect, through the Garnet Patterson Open Communication Project. This was an EPDA funded program designed to establish more open lines of communication throughout the school and community.

Consequently, when the possibility of developing an in-service training program was shared with staff and community, interest was high. It is important to note that the responsibility for developing a proposal was shared almost immediately among all participants. This was done since one of the crucial learnings at Garnet-Patterson had been that an open planning process at the beginning of any endeavor was essential if there was any serious interest in producing a successful and meaningful program because the community was one where there had always been a tremendous imbalance between promises and results.

The project planning committee, then, consisted of members of the school's administrative staff, teachers, counselors, and the director of the local pupil personnel center. These individuals, in consultation with an advisory committee of parents, students, other teachers, community members, and representatives of the University of Pittsburgh's Counselor Education Department, developed a one year project proposal. This proposal which was subsequently accepted, funded, and continued for a total of three years, was based on the following objectives, which reflected an appreciation of the needs of Garnet Patterson's school/community and the goals of the University of Pittsburgh's training mandate.

1. To make Garnet-Patterson Junior High School more meaningful to the students, to the parents and to the community which it serves.

2. To bring about change through training so pupil personnel specialists and other staff members will function as a team in order to maximize the effects of support services, and eliminate duplication of efforts.

3. To affect the reduction of tension rising from misunderstanding of the role of support services in the school environment.

4. To assist in recruiting and training school staff members, community groups and school related specialists for effective organizational change.

5. To assist persons internalizing a Support Services Concept which places emphasis on helping students to meet their needs in order to enhance their learning experience.

6. To help improve the quality of education among low-income low-achieving students, and hopefully, contribute to the attainment of maximum academic success.

The remainder of this article will provide a description of the strategies employed by the participants to achieve these goals. Throughout planning and implementation, University of Pittsburgh Counselor Education faculty members were utilized as consultants and provided planning and training skills.

Implementation of Proposal Activities

The participants in the Pupil Personnel Satellite Training Programs over the three years the program was in operation included classroom teachers, counselors, the librarian, pupil personnel workers, and administrators. Strategies for training, therefore, had to relate to the individual needs of this diverse group, and still conform to the basic model which related to the needs of the students of Garnet-Patterson Junior High School. Each of the components evolved according to changing needs, but some basic structures were intact. These included seminars, practica, accredited courses, and "retreats."

Howard University agreed to provide graduate training for the participants through a series of seminars and accredited courses given on the field site. Course material was developed through continuous feedback with participants, and consistently had a practicum component which would relate directly to programmatic issues in the school. The significance of this component lies in the fact that it involved a partnership relationship between a University and a public school staff. Howard provided staff, consultation time, and training expertise. Garnet-Patterson provided a laboratory for Howard's interns and faculty. It provided an opportunity for the reality testing of Howard's training procedures and its commitments to community/school education.

The practicum aspect of these seminars provided opportunities for groups of professionals who had previously worked side by side but not necessarily together to plan as a team for the economical, social and educational needs of students. Basically, the participants practiced being specialists in relating to student needs. For example, Dr. Elizabeth Abramowitz of Howard University presented a seminar in "Issues in Humanistic Education." Following that input, participants, with the assistance of Howard staff, related theoretical concepts to practical application through the development of learning packets that promoted individualized instruction to students.

Another basic training construct in the PPS training program was the "Retreat." At various times during the school year, groups of school staff, students, parents and community representatives would spend a weekend together for the purpose of building community. Themes that arose at these retreats included recognizing the relationship between the individual's lifestyle and the educational melieu within which s/he operated, and developing strategies for humanizing living and learning at Garnet Patterson. Over the three year course of the

program, consultants from Florida, Howard University and the University of Pittsburgh and from the Garnet staff engaged in the process of training participants to recognize and use their innate potentials to relate to others according to needs rather than roles.

Retreats also served as a training melieu for teachers and parents who then conducted a series of 6-8 "Buzz Sessions" with a yearly total of 350 students in groups of 10. These groups explored issues of communication, feelings and role relationships in an open and non-threatening atmosphere. As a result of these "Buzz Sessions," the theories and techniques which facilitate working groups were utilized by trainees in a laboratory atmosphere and learnings were easily related to increased understanding of students' individual and group needs within a classroom.

The space for translation of participants learnings into facilitative responses to student needs was provided in a series of Instructional Skills Workshops. It was in the course of these workshops that participants experienced planning together across roles to meet student needs by developing programs which could be integrated into the daily life of the school.

Dissemination

Part of the mandate from the University of Pittsburgh to satellite participants was to attempt to develop models for the training of the PPS Worker and to inform the larger school community of the activities of the PPS Program. Toward that end, the Garnet-Patterson project organized a monthly newsletter which was disseminated through the University and public school community. The newsletter highlighted current news from other satellites training projects, general news of signifance in the Garnet-Patterson School Community, and such special PPS project assignments as the Open Action Center which attempted to respond to students' needs outside of the classroom. Other dissemination mechanisms included conferences, hosted by Garnet-Patterson and with representation from other satellites, University of Pittsburgh consultants and D. C. Public School personnel.

Outcomes

The major outcomes of the Garnet-Patterson Pupil Personnel Satellite are threefold. First, it gave the University of Pittsburgh and Howard University the opportunity to provide training expertise directly to professionals working and struggling to provide quality education to students on a daily basis. In that relationship a model of partnership was developed in which all componenets functioned with respect and effectiveness. Second it provided for opportunity for professional advancement for some participants. Four have been given the opportunity for increased education at the University of Pittsburgh in the Masters or Doctoral programs in Counselor Education. Others were stimulated to pursue Masters degrees at Howard University. And a number were promoted within the Public School system, partly in recognition of their new skills.

The third outcome of the Project training is less easily documented. It is related to the impact trained participants have made on the lives of the parents and children of the Garnet-Patterson community. No one expects a school to supply all the needs of a community. But certainly, the continuing respect and affection which Garnet-Patterson students feel for staff members is related to the fact that the staff, through its emphasis on developing professionals with human as well as academic skills, attempts at the very least to meets its constituents at a direct and human level.

The commitment to human relationships is a key to the training of Pupil Personnel Specialists. And it comes at a time when most formal educational institutions are suspected of being instruments that hinder human learning, rather than enhancing it.

MATERIALS DEVELOPED FOR DISSEMINATION

MONOGRAPHS

Elman, Nancy, & Gross, Susan. The Training of Educational Personnel in Expressive Education. A Continuation of the Northeastern EPDA/PPS Center-Satellite Dissemination Project OEG-070-2021, Washington, D.C., United States Office of Education, 1975.

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Samuels, Charlelle, & Hughes, Sean, & Malley, Patrick. The Creation of Simulation Exercises to Train Group Leaders. A Continuation of the Northeastern EPDA/PPS Center-Satellite Dissemination Project OEG-070-2021, Washington, D.C., United States Office of Education, 1975.

Scott, Judith. (Ed.) A Monograph on Training Supervisors in The Helping Professions. A Continuation of the Northeastern EPDA/PPS Center-Satellite Dissemination Project OEG-070-2021, Washington, D.C., United States Office of Education, 1975.

Other Resources

Fitch, Jon, Malley, Patrick B., and Scott, Judith A. Simulations for Training Counseling Supervisors: A Stimulus Film: A Continuation of the Northeastern EPDA/PPS Center-Satellite Dissemination Project OEG-070-2021, Washington, D.C., United States Office of Education, 1975.

This is a video-tape of eight typical problematic situations which counseling supervisors could expect to encounter. The vignettes were designed to elicit supervisor's affect and responses around supervision issues of trust, adequacy, expression of feeling, termination and evaluation.

Fitch, Jon, Malley, Patrick B. and Scott, Judith A. A Leader's Guide to Simulations for Training Counseling Supervisors: A Continuation of the Northeastern EPDA/PPS Center-Satellite Dissemination Project OEG-070-2021, Washington, D.C., United States Office of Education, 1975.

This leader's manual presents an outline of the use of simulation materials in training counseling supervisors and an overview of a training model. Each of eight vignettes are described, followed by suggested activities and directed discussion on the issues portrayed in the stimulus film.

Heckel, William H., Malley, Patrick B., Scott, Judith A., Spice, Gordon C. Triadic Supervision: A Training Film: A Continuation of the Northeastern EPDA/PPS Center-Satellite Dissemination Project OEG-070-2021 Washington, D.C., United States Office of Education, 1975.

This video-tape is a 25 minute demonstration of a Triadic Supervision session.

Spice, Gordon, C., A Leader's Guide to the Triadic Model of Supervision: A Continuation of Northeastern EPDA/PPS Center-Satellite Dissemination Project OEG-070-2021 Washington, D.C., United States Office of Education, 1975.

This leader's guide provides an explication of the Triadic Model of Supervision. It also provides suggested training activities for preparing counselors to function in the roles of commentator, facilitator and counselor as required by the model.

Samuels, Charelle M., Hughes, Sean and Malley, Patrick B. Simulation Exercises to Train Group Leaders. A Continuation of the Northeastern EPDA/PPS Center-Satellite Dissemination Project OEG-070-2021 Washington, D.C., United States Office of Education, 1975.

This video-tape presents simulations of a personal growth group. Each vignette is an exemplication of specific issues found to be manifested consistently in groups. There are ten different vignettes. There is no leader shown as participants are to imagine they are in fact leading the group. Specific instructions for conducting the dialogue after each simulation are found in the body of the manual.

Samuels, Charelle M., Hughes, Sean and Malley, Patrick B. Simulation Exercises to Train Group Leaders: A Leaders Manual. A Continuation of the Northeastern EPDA/PPS Center-Satellite Dissemination Project OEG-070-2021 Washington, D.C., United States Office of Education, 1975.

Elman, Nancy and Becker, Margaret P. Clinical Staffing in Counselor Education. A Continuation of the Northeastern EPDA/PPS Center-Satellite Dissemination Project OEG-070-2021 Washington, D.C., United States Office of Education, 1975.

This video-tape contains excerpts from three different kinds of staffings, held at the University of Pittsburgh, Counselor Education Program. First, there are excerpts from the initial diagnostic Masters staffings, held at the end of the first ten weeks of work. Second, there are transitional staffings, held near the end of the M.Ed. period. These staffings emphasize an analysis of each student's level of integration of learning and skills, and conclude with a judgment as to whether the student has attained the competencies necessary for completion of the program and State Certification. The third type of excerpts are from doctoral staffings, which are held for full time students after the completion of the first two trimesters. The process here is generally a more intensively analytical one, and a major judgment to be made here is whether the student should be recommended to a competency committee with whom he and his advisor will develop an individual plan of study contracts for completion of doctoral requirements.